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In order to meet new educational needs, the New York City school system has begun the development of a new curriculum in family living, including sex education. It is designed to help each child be a good family member, understand related attitudes, ideals, and standards, and understand the physical changes he experiences. In 1967-68, 31,000 pupils from pre-kindergarten to grade 12 were included in the program. This paper outlines the training program for teachers and administrators, but says little of the curriculum organization itself. The bulk of the paper consists of an extensive evaluation of the program by students, teachers, and administrators. Opinions were generally favorable, but instances of lack of support and unfavorable attitudes are noted. Significant attitudinal differences were found among pupils of differing ages and sexes. Generally, the program was integrated into the regular curriculum and, to some extent, seemed to effect changes in classroom behavior. Recommendations focus on expansion of training, available resource materials, and the assessment of pupil attitudes and knowledge in the related areas. (BP)

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FAMILY LIVING, INCLUDING SEX EDUCATION

Principal Investigators

Helene M. Lloyd, Assistant Superintendent, Office of the Superintendent of Schools

J. Wayne Wrightstone, Assistant Superintendent, Office of Educational Research

Board of Education of the City of New York

August 1, 1968

FINAL REPORT

New York State Experimental and Innovative Programs
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Education Law

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ABSTRACT

Statement of the Problem:

Social change, growth in knowledge, the need for new materials, and parent and community requirements necessitate a change in the previous program of education for family living. A new program, Family Living, Including Sex Education, will provide for wholesome pupil growth, and increased understanding of bodily processes, physical change and family life.

The objectives of the program are the following:

Improved pupil attitudes to family life and sexuality.
Appropriate pupil knowledge of family life and sexuality.
Appropriate sensitivity to pupil needs on the part of teachers, supervisors and administrators.
Increased knowledge of family life and sexuality on the part of the educational staff.
Increased parent knowledge of family life and sexuality and the acceptance of assistance in the area of child guidance.

The means for attaining these objectives will be a new curriculum to include all grade levels, intensive staff training, parent and community group participation, and the use of modern multi-media materials. During the first year of a three year program instruction was given to 31,000 pupils in grades Pre-K to 12.

Methods:

The first years efforts centered on the development of a new curriculum, the training of the professional staff, and a pilot implementation of the program in selected schools. New techniques of developing self-awareness, and insight into pupil needs were included in the program of professional staff training. Programs to enlist and use community, educational, social, and religious agencies, as participants along with parents were encouraged.

Results:

Pupils: With respect to student attitudinal outcomes special instrumentation were developed: a pupil questionnaire for grades 6-12, a teacher questionnaire for grades 6-12, and a second teacher questionnaire for grades K-5. It was found that the majority of teachers and students are in fairly close agreement as to the ways in which most of the students view the curriculum, and perhaps even more noteworthy is the fact that student attitudinal outcomes are predominantly of the favorable and appreciative quality.

In addition, statistically significant differences were found for the mean scores of the pupil attitude questionnaire where the significant difference between groups favored grade 6 over grade 8, grade 6 over grade 11, and grade 8 over grade 11. There was also a significant difference between females and males for grade 11 where the females' mean score was significantly greater than that of the males'.

No statistically significant difference was found between the mean scores of two groups of two eleventh grade male classes where the format of the curriculum was specifically identified as Family Living, Including Sex Education and where it was not. Likewise, no statistically significant difference was found for the mean scores of the teacher questionnaire between 12 teachers from grades 6-12 to whom the questionnaire was mailed, and 20 teachers from grades 6-12 to whom the questionnaire was personally administered.

Professional Staff: A sample of district superintendents, school principals, district coordinators, and teachers was surveyed by questionnaire. The superintendents recommended continuation and expansion of the program which has received community approval. An adverse affect on other instructional priorities was not found. Local district training of teachers is favored by superintendents and school principals report a prompt use of program trained teachers. Principals found a positive pupil and community reaction and recommended expanded instruction with more parental involvement. Methods of curriculum implementation varied among schools and grade levels but most instruction was specifically identified as Family Living, Including Sex Education in the schools. District coordinators rated self-confidence, self-understanding, familiarity with group dynamics and sensitivity to pupil and community differences and need as major outcomes of their training program. Available curriculum materials were well rated. Teacher training was seen as a major implementation problem while healthy attitudes to family life and sexuality was the major expected pupil outcome. Teachers rated available instructional materials well but desired better definition of discussion guidelines, more information on child development, and help in utilizing teaching resources. Pupil response in the classroom was positive, and expanded implementation was recommended. In-classroom training of additional teachers was reported but additional formal teacher training was requested.

Discussion: Continued or expanded implementation should take cognizance of the pilot program experiences in strengthening staff training, increasing parental participation, and improving instruction materials. The expanded use and refinement of current attitudinal instruments accompanied by additional pupil outcome measures should continue.

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The staff of the New York City public schools, working in the area of Family Living, Including Sex Education, wishes to acknowledge the financial support received from the State during 1967-68 in implementing the innovative program in family living. The support received made possible work in the important areas of teacher training and research, both of which are vital to the sound implementation of the program.

Recognition for their interest and cooperation during the past year in the new curriculum is given to Dr. Bernard E. Donovan (Superintendent of Schools), Mrs. Rose Shapiro (President of the Board of Education), and the other Board members.

Assistant Superintendent Helene M. Lloyd has been responsible for the new program since its initiation. Working with her has been the project coordinator, Peter Greenleaf, and the following Advisory Committee: Zenia Fane, Mary Fitzgerald, Marvin Greenstein, David Katz, Alfred Leichtman, and Abraham Marten.

Under the general direction of Dr. J. Wayne Wrightstone and Dr. Samuel D. McClelland, a survey team from the Bureau of Educational Research, headed by Dr. George Forlano, and assisted by William May and Dr. Allan J. Schneider, has been responsible for comprehensive evaluation activities during the current year.

Appreciation for the work done in implementing the program in the thirty districts and three project areas is extended to the District - Area Coordinators of Family Living whose names are listed in Part VII of this report and to the school staff and parents with whom they worked.

Recognition for their valuable assistance is also given to the Citywide Advisory Committee in the area of Family Living and to the consultants to the program, listed in Part VII. Of this latter group, Dr. Lawrence Crawley of Lenox Hill Hospital, Dr. Wilson Meaders of the Postgraduate Center for Mental Health, Dr. Mary Calderone, Executive Director of SIECUS, and Mrs. Janet Brown of the Community Service Society deserve special commendation for their invaluable assistance.

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INTRODUCTION

The Problem

New York City schools have always shared responsibility with the home and church for the education of young people in family living. Within recent years, the following problems have arisen in relation to education in this area:

> Social change, increased urbanization, and changing personal values have increased the need for more effective family life education, including sex education.
>
> The growing body of knowledge about human development, human behavior, and family life make it imperative that the schools increase training in family living.
>
> The parent's need for help in giving guidance in family living including sex education in the home, and the increasing number of requests for help by physicians and clergymen make it necessary for the schools to take the initiative in this area.
>
> Teachers and supervisors need more adequate training to provide needed instruction in family living including sex education.
>
> Available printed and audio-visual materials are not adequate for a revised program in family living including sex education.

If children are to receive the kind of instruction in family living, including sex education, that will prepare them for healthy adulthood, the following action must be taken by New York City Schools:

> A curriculum in family living including sex education must be developed for grades pre-kindergarten to 12th year.
>
> Teachers, supervisors and district coordinators will have to be selected and trained to implement the new curriculum.
>
> Parents and community groups must be oriented concerning the action being taken, inviting their help in defining and developing the program.
>
> Books, audio-visual, and other resource materials needed by teachers for effective implementation of the curriculum must be selected for purchase or produced.

Objectives

The main objectives of the proposed educational program are the following:

> To help each child grow in the aspects of wholesome living relating to being a good family member - with loyalty, love and appreciation of family.
>
> To help children understand the physical changes that are and will be taking place in their bodies, and the effect of these changes on their total growth.

To help children acquire a background of ideals, standards and attitudes which will be of value to them in the development of interpersonal relations and in building their future life.

To discuss with frankness and sensitivity children's problems in relation to sexuality.

To stress a wholesome attitude toward sex.

To establish the use of the proper terminology in reference to the body and natural process.

To give correct and understandable answers to children's questions on pertinent topics, such as reproduction, sex differences, and other areas.

The findings of the proposed research on selected aspects of the program should be of value to other districts and professional groups. The completed reports and information concerning the materials, practices, and techniques developed in the New York City schools will be disseminated to other school districts and educational organizations in New York State and throughout the country.

Related Research

One of the bases of the proposed new program, Family Living Including Sex Education, is an evaluative review of the results of recent research in the area of family life education.

Overview. McQueen (1967) concludes an extensive review of recent research in family living education with the assertion that such a program must include attitudes as well as facts. The additional requirements of a successful program are: it must begin early and include all grades to provide continuity of instruction; teachers must be specifically selected and specially trained; and there must be parental involvement and community support.

The Curriculum from Pre-Kindergarten to the Twelfth Year. The addition of sex education to a program of family living education requires a decision as to the place and sequence such material should take in the curriculum. On this subject English (1951) says, "In no area are our values and ideals more confused than in the realm of sex. We have commonly allowed the intricate problems involved to be postponed to the period of adolescence. This, of course, is a mistake. To be sure, sex motivation, though not non-existent, is weak in childhood. But it is important that the child be prepared to meet sex problems before they descend upon him."

Training Teachers, Supervisors and Coordinators. In two studies Malfetti (1967) finds the lack of qualified teachers to be the most frequently given reason for not offering a sex education program. According to both Jersild (1955) and Malfetti (1967) this shortage is aggravated by the necessity for attitude training in addition to specific knowledge of content, if communication with parents and children is to be successful. Thompson (1962) cites Baruch (1945) to show that student-teachers who acquired a better understanding of themselves learned to accept children and their sometimes deviant behavior patterns in a more positive way. The sympathy resulting from discussions of common problems with other teachers, according to Cronbach (1954) frees the teacher to make tries he would not make if he risked ridicule or sharp criticism from his associates. If instruction is to be more than simple lecturing, the teacher who sets out to impart sex information must feel secure herself, must have already won the confidence of her charges, and must be free from the threat of parental indignation, say Stone and Church (1957).

Orientation of Parents and Community. Malfetti (1967) and McQueen (1967) in their extensive reviews of present programs in Family Living Including Sex Education find the need for parental and community participation a necessity for the success of such programs. They conclude: it is necessary to allay teachers' apprehensions in this area; it is a consequence of the fact that much of the impetus for such programs comes from parents and community groups; and it is a continuation of the close association of parents and the schools in education for family living. The many advantages accruing to parents and agency representatives through mutual involvement in child rearing is cited by Goldstein and Doll (1967). In addition, they found parents willing to discuss with other parents problems which caused hostility when broached by agency representatives. The perspective parents gained by such interchange often resulted in group action in handling common problems.

Printed and Audio-visual Materials. An examination of presently available printed and audio-visual materials demonstrates the inadequacy of such materials, for a new program in Family Living Including Sex Education. Such materials do not include the most recent knowledge in the area. In addition, they reflect the past exclusion of training in sexuality by the absence of texts, charts, films and filmstrips which include such information for transmission to parents and pupils. They do not provide for the large Spanish speaking population of the New York City schools. The particular advantages of using audio-visual materials in communicating with parent groups is cited by D.K.Cheney (1967). He reports that parent groups are impressed with the advantages afforded children through A-V media, and that such techniques serve to bridge the chasm of communication between parents and teachers.

New York City Pilot Program. In answer to the need for improved training in Family Living Including Sex Education, the New York City Board of Education in April 1967 initiated work on a new program.

Working through the Summer of 1967, the New York City curriculum committee took advantage of earlier work in this area of education. The experience of the Chicago schools in introducing a fifth grade program in 27 schools in 1966 was examined (1967). The Montgomery County, Maryland (1967) program utilized in 20 secondary schools in 1966 was reviewed. Further examples of this review would include: materials from Missouri (1964) and Sweden (1964); the planning of San Mateo, California (1967), and Glen Cove, New York (1967), and the recommendations of professional groups such as the American School Health Association (1967). The result of this work was the publication of a preliminary curriculum guide introducing the first comprehensive program in Family Living Including Sex Education to include all grades from pre-kindergarten to the twelfth year. More than 3000 copies of the guide describing the preliminary curriculum have been sent throughout the country to agencies requesting it.

In the Fall of 1967 an intense program of training for 33 district coordinators in Family Living Including Sex Education was undertaken. Two joint training programs were conducted. First, weekly workshops for coordinators, curriculum experts, and sensitivity trainers were conducted at the New York Postgraduate Center for Mental Health. This program emphasized curriculum familiarization and sensitivity training. Concurrently weekly meetings were held at the Lenox Hill Hospital in New York City, under the auspices of the Lenox Hill Hospital, Columbia University Teachers College, and the New York City Board of Education. This second training program emphasized the development of a detailed knowledge of sexual anatomy and physiology as they relate to the problems of growing children. Teachers selected for the new program and their district superintendents participated in a third training program, which consisted of six weekly meetings conducted at two central metropolitan locations. Additional teacher training was conducted in the school districts by the district coordinators.

In the late Fall of 1967 programs to orient parents and community groups were organized and implemented in the local school districts.

In the Spring of 1968 approximately 30,000 pupils in 150 schools were exposed to this pilot program in Family Living Including Sex Education. The district coordinators continued advanced training at the New York Postgraduate Center for Mental Health. Teacher training continued in the school districts, and parent and community group orientation expanded in scope and the number of people involved.

The proposed program which has grown out of the pilot operations of the first year will be evaluated beginning in 1968-69. The principal areas of investigation will be designed to test the following hypotheses:

Hypotheses

1. The new curriculum in Family Living Including Sex Education will result in more desirable pupil attitudes than the former program in family living presented in schools prior to the Spring of 1967.

2. Pupil achievement in knowledge of Family Living Including Sex Education will meet criteria specified in the objectives of the curriculum.

3. Teacher and supervisor sensitivity to pupil needs in Family Living Including Sex Education will be appropriate to attain the objectives of the curriculum.

4. Teacher and supervisor mastery of content of the new curriculum in Family Living Including Sex Education will be adequate for full implementation of the curriculum.

5. Selected and specially developed books, audio-visual materials and models will properly supplement the new curriculum in Family Living Including Sex Education.

6. Parental cooperation in meeting children's needs in Family Living Including Sex Education will increase to levels specified by the objectives of the curriculum.

7. Parental and community knowledge, attitudes and acceptance of the new program in Family Living Including Sex Education will be in accord with the objectives of the curriculum.

METHODS AND PROCEDURES

Program Development

Subjects in the Implementation of the Program

Pupils and Schools. A total of 31,000 pupils in grades 1-12 were involved in the program. Systematic instruction was given to pupils in 110 schools; pilot classes were conducted in 55 additional schools. A total of 360 classroom teachers participated.

Coordinators. Thirty-two Coordinators of Family Living worked under the supervision of the district superintendent or area director to coordinate the program in the 30 districts, 1 project area, and special schools in the city.

Other Staff. Representatives of various bureaus of the Board, as Research, Curriculum, Child Guidance, Educational and Vocational Guidance, Home Economics, Science, and Health Education assisted in the implementation.

Citywide Advisory Council. A Citywide Advisory Council composed of representatives of religious, civic, parent, community, medical, teaching staff, and other groups served in an advisory capacity.

Local Councils. Parents, staff, and representatives of the local community formed district and school advisory councils to insure that a clear understanding of the new program preceded its implementation.

Educational Treatments or Activities

1. Proposal Development and Funding

A proposal was sent on February 15, 1968, to the Bureau of In-Service Education for funding during FY 1969 under the Speno-Brydges Law. The sum of $10,000 for use in 1968-69 was approved by the State and will be matched by $10,000 in City funds.

A research proposal sent to the New York State Division of Research was approved up to a total of $17,589, for 1968-69, for the continuation of an Experimental and Innovative Program.

2. Curriculum Development

A preliminary curriculum was developed and used on a pilot basis during 1968-69.

Suggestions concerning the revision of the curriculum have been received and evaluated.

3. Training of District-Area Coordinators and Special Personnel

(a) September, 1967 - January 31, 1968 (90 hours)

(1.) 30 hours of sensitivity-group process training by psychologists and curriculum specialists in small groups of 6-8. These sessions were planned in cooperation with the staff of the Postgraduate Center for Mental Health and the Bureau of Child Guidance of the Board of Education.

(2.) 30 hours of course content relating to the curriculum. These sessions were under the direction of Assistant Superintendent Helene Lloyd. Lectures were given by the following consultants:

Mrs. Janet Brown, Staff Associate
for Family Life Education
Community Service Society

Dr. Simon Silverman, Director
Bureau of Child Guidance

Dr. Isidore Rubin, Editor
Sexology Magazine

Dr. Lawrence Crawley
Obstetrician and Gynecologist
Lenox Hill Hospital

Dr. Robert S. Liebert
Psychoanalist, Psychiatric
Staff of Columbia-Presbyterian Medical Center, etc.

Dr. Laura Singer, Psychoanalyst

Dr. Helen F. Southard, Author
and Family Life Consultant

Mrs. Aline Auerbach, Parent
Education Consultant,
Bloomingdale Project, etc.

Mrs. Elizabeth S. Force, Family
Life Consultant, American
Social Health Association

Dr. Mary S. Calderone
Executive Director, SIECUS

Mrs. Mamie Phipps Clark, Psychologist
and Executive Director, Northside
Center for Child Development, Inc.

Dr. Tilla Vahanian, Professor,
Education for Marriage and Family
Life, Teachers College,
Columbia University

Father Joseph Fitzpatrick
Sociologist, Fordham University

Dr. Vera Paster, Assistant Director
Bureau of Child Guidance

(3.) 30 hours of special content training under the direction of Dr. James Malfetti (Teachers College) and Dr. Lawrence Crawley (Lenox Hill Hospital). Topics covered were as follows:

Male and Female Reproduction System

Family Planning: Prenatal Development, Contraception, Fertility, Sterility, Artificial Insemination

Language and Sex Education

Family Living and Sex Education -- Elentary Grades

Psychosexual Development

Petting, Coitus, Out-of-Wedlock Pregnancy, Pregnancy Wastage (Abortion and Miscarriage)

Venereal Disease, Prostitution

Family Living and Sex Education -- Secondary Level

Community Relations.

(b) February 1, 1968 - June 30, 1968 (60 hours)

(1.) 30 hours of training in curriculum implementation. These sessions were under the direction of Assistant Superintendent Helene M. Lloyd. Subjects included in the discussions were as follows:

1. Suggestions for introducing the new curriculum in a district and in a school
2. Teacher-supervisor training in a district
3. Using local resources in the implementation of the program (colleges, Dept.of Health, etc.)
4. Interpretation of the curriculum
5. Audio-visual materials and their uses
6. Current research and curriculum development in the area
7. Projects in other cities
8. The evaluation program underway in New York City
9. Problems and practices
10. Guidelines for 1968-69.

(2.) 30 hours of training in materials and methods.
All coordinators participated in a 30-hour training program at Lenox Hill Hospital in the "Use of Materials, Methods, and Techniques in the Teaching of Family Living", given by Dr.Lawrence Crawley and Dr. James Malfetti. This training was made possible because of a grant to the Board of Education from the New World Foundation.

4. Training Program for Teachers and Supervisors

About 250 teachers and supervisors have attended citywide orientation sessions at which the following topics have been discussed:

Introduction of the Curriculum - Helene Lloyd
Assistant Superintendent

Work with Parents - Aline Auerbach
Parent Education Consultant
Bloomingdale Family Program

Sexuality - Dr. Mary S. Calderone, Executive Director,
SIECUS

Preparation for Marriage - Dr. Lawrence Crawley
Lenox Hill Hospital

Reproduction   Premarital Relationship   Abortion

Masturbation.

Training sessions have also been held in the districts under the supervision of the District Superintendents and District Coordinators. District resource staff have been used, as local doctors, college staff, district Bureau of Child Guidance personnel, family life consultants, Department of Health staff, and others.

A television in-service training course in Family Living, Including Sex Education has been planned for February, 1969, over Channel 25.

5. Training Program for Others

In attendance on a voluntary basis at the meetings for Coordinators have also been representatives of the following groups:

Archdiocese of New York

Archdiocese of Brooklyn and Queens

Bureau of Child Guidance

Bureau of Early Childhood Education

Yeshivas in Queens

Protestant Council of Churches

Community Service Society

New York City Department of Health

Bureau of Curriculum

Bureau of Health Education

Bureau of Science

Bureau of Educational and Vocational Guidance

Bureau of Educational Research.

6. Audio-Visual Materials in the Area

Filmstrips and films have been made available for use both on a citywide and district basis. A list of materials for ordering from the Bureau of Audio-Visual Instruction has been sent to the schools.

Spanish soundtracks are being prepared this summer for selected films.

Filmstrips showing the implementation of the program in New York City are in preparation.

A meeting was held April 4, 1968, with commercial audio-visual producers to discuss needs in the area and to give suggestions for the direction of new materials.

7. Printed Materials in the Area

A kit of printed materials (books, periodicals, charts, etc.) was sent to each district office for use by schools in the district.

A meeting was held on June 6, 1968, with publishers of materials in the area in order to discuss needs and to give suggestions for the direction of new materials.

On July 10, 1968, all publishers were invited by letter to submit current materials for review. An annotated list of materials recommended will be issued in the fall.

8. Work with College Staff

A meeting was held with college staff on February 6 to ask their cooperation in initiating preservice and in-service programs in the area of family living.

A list of college courses available this summer in the area was sent to the schools in May. A similar listing for 1968-69 course offerings will be mailed for September use.

9. Parent-Community Involvement

A District Advisory Council has been initiated in most districts in order to assist in introducing the new curriculum area to the parents and the community. Parent meetings have been held on district-and-school-wide basis.

A parent brochure is now in the process of development.

10. Cooperation with the State

Slides taken in relation to the project have been sent to the State for possible use in a filmstrip.

The preliminary curriculum has been made available for use on a statewide basis.

Tapes of training sessions, the parent brochure, Spanish soundtracks developed by our Bureau of Audio-Visual Instruction for commercial films, and other materials will be shared.

PROGRAM EVALUATION

Participating Supervisory and Instructional Personnel

Observations and judgments of participating personnel were utilized in gathering evidence of the effective operation of the program. All district superintendents and district coordinators were asked to complete specially constructed questionnaires. Random samples of principals and teachers were asked to participate in the evaluation survey. Specific details and related data are presented in the Results section of this report.

Participating Teachers and Students

Another approach utilized in gathering information was accomplished by means of specially developed teacher and pupil instrumentation for assessing attitudinal outcomes with respect to the program objectives.

The students involved in the attitudinal evaluation phase of the investigation totaled 446, 259 females and 187 males. Of this total there are 153 students (117 females and 36 males) in seven classes at the sixth-grade level, 105 students (65 females and 40 males) in five classes at the eighth-grade level, and 188 students (77 females and 111 males) in eight classes at the eleventh-grade level.

The student sample at the sixth-grade level was selected from two schools in Queens (five classes) and two schools in the Bronx (two classes). Three of the seven classes are exclusively female, one of the seven exclusively male. Two of the four schools are elementary, special service.[1] The other two schools are nonelementary, non-special service. In all cases, the curriculum was specifically identified in the instructional process as Family Living, Including Sex Education. These four schools are fairly representative of public schools in New York City in the categories indicated.

It may be noted that the methods of implementing the program in Family Living, Including Sex Education vary from district to district and from school to school in response to local community needs. Some districts have presented the curriculum units in a classroom situation where the lessons are identified specifically as classwork in Family Living, Including Sex Education. Other districts have incorporated the same materials without specific identification, as part of the instruction in other curriculum areas or subject classes, such as health education, guidance, science, and the like.

At the eighth-grade level, the student sample was selected from two junior high schools in the Bronx (three classes) and one junior high school in Queens (two classes). Three of the five classes are coeducational whereas the other two classes are all male, As was the case with the sixth-grade students, the curriculum was specifically identified in the instructional process as Family Living, Including Sex Education. Both types of classes sampled are representative of schools in their respective categories. Exclusively male classes were not available for sampling at the time of the investigation, but they will be included in the expanded sampling design for the school year 1968-1969.

Students at the eleventh-grade level were selected from two high schools in Queens (five classes), one high school in Manhattan (two classes), and one high school in Brooklyn (one class). Five of the eight classes are exclusively female; the remaining three classes are exclusively male. The format of the curriculum for the three male classes was not specifically identified as Family Living, Including Sex Education, whereas it was so specified in the case of the five female classes. In all instances where the format of the curriculum was not specifically identified, it was integrated in the instructional process as part of the broader subject area of health education. A comparative analysis between both types of curriculum as well as between the sexes will be presented in the Results section. As was the case with the sixth- and eighth-grade student groups, the seven classes sampled are representative of schools in the categories indicated.

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[1] Special service schools are schools where, among certain other factors, the per cent of pupils on free lunch, the per cent of pupils with language handicaps, and the pupil mobility are relatively high.

In addition to the student sample, there are two types of teacher groups. One group comprises 17 teachers who were involved in the instructional process of the 20 classes sampled. The reason for having 17 teachers cited instead of 20 is because three of the teachers taught two classes each. This factor occurred in the case of two high schools and one junior high school. These teachers were administered the teacher questionnaire in person while their respective classes were being given the student questionnaire.

A second group comprises those teachers who were mailed questionnaires. This second group consists of 11 teachers covering grades K-5 and 12 teachers covering grades 6-12, for a combined total of 23 teachers. Teachers in the 6-12 sub-group were mailed their questionnaire to see if any important difference exists between questionnaires administered via the mail as compared with those administered in person. A test of significance will be presented in the Results section, comparing a group of mailed teacher questionnaires for grades 6-12 with a corresponding group of unmailed (personally administered) teacher questionnaires for grades 6-12. The K-5 teacher sub-group was mailed the questionnaire to evaluate their classes. Because of the age level of primary grade children and the relative difficulty involved in the reading and understanding of the questionnaire items, it was deemed that at the present stage of instrument development, teacher evaluations would yield the best measure of class outcomes.

In summary, it may be noted that the student sample consists of 446 subjects, 259 females and 187 males, encompassing seven, five, and eight classes, respectively, at the sixth, eigth, and eleventh-grade levels. The teacher sample consists of two types: one group comprising 17 teachers who were involved in the instructional process of the 20 classes sampled; a second group comprising 23 teachers (11 teachers from grades K-5 and 12 teachers from grades 6-12) who were mailed questionnaires. All told, 11 schools (four elementary schools, three junior high schools, and four senior high schools) were involved in the student sampling. These schools are representative of public schools in New York City in the categories specified, such as: special service schools, sex, format of curriculum, and other related categories.

Educational Pupil Treatments

The curriculum being followed is bases on the preliminary curriculum guide to Family Living, Including Sex Education, which was prepared in the summer of 1967, The stated time allotment for the curriculum is:

1. In the elementary schools approximately 15 minutes per day, five times per week (75 minutes).
2. In the junior high schools approximately 20 minutes per day, two times per week (40 minutes).
3. In the senior high schools approximately 40 minutes per day, one day per week (40 minutes).

In the primary grades, instruction is ordinarily included in the science, health education, or social studies time allotment as a specifically identified curriculum called Family Living, Including Sex Education. In grades 5 and 6 more direct teaching is typically initiated. The time allotment is flexibly based on teacher judgment and separate classes for boys and girls are utilized wherever deemed advisable.

On the secondary grade levels, the instructional format of the curriculum is either specifically identified or is integrated as part of broader subject areas such as health education, guidance, science, and the like, or is presented in combinations of both types of format.

Instruments Used and Data Analysis Procedures

A comprehensive evaluation of pupil outcomes with respect to the implementation of a new curriculum, particularly one of a psychological nature such as Family Living, Including Sex Education, must necessarily include an assessment of attitudal reactions. One immediate problem in the assessment of attitudes in the relatively undeveloped area of sex education is the lack of instrumentation which can be used for evaluating purposes. In the absence of any available measures, questionnaires were developed for the purpose of evaluating attitudinal reactions to the program objectives of the Family Living Including, Sex Education Program. The objectives of the program which the questionnaires are designed to measure were included in the Introduction section of this report.

The instrumentations developed are of three types: a pupil questionnaire for grades 6-12, a teacher questionnaire for grades 6-12, and another teacher questionnaire for grades K-5. Copies of each questionnaire may be found in the Appendix.

(1) Pupil Questionnaire, Grades 6-12. The pupil questionnaire titled, "What Do You Think About Family Living, Including Sex Education" is a 13 item, multiple-choice type measure. Then of the thirteen items contain five response categories per item and two items contain three response categories per item. The remaining item, question 13, is open-ended and is, therefore, not included among the statistical tabulation of the 12 multiple-choice type questions. The items are

derived from the program objectives of the Family Living, Including Sex Education Program, as cited in the Introduction section. The method of administration of the pupil questionnaire followed a uniform set of instructions. The instructions are stated in the Directions section of the questionnaire and were personally administered to the student sample by two of the investigators.

Measure of Reliability. The "split-half" or "odd-even" method of correlation was employed by dividing the instrument into two sets of six even-numbered items and six odd-numbered items, by combining alternate items in the questionnaire. The correlation was then computed for these half tests. From the self-correlation of the half tests, the reliability coefficient of the whole test was then estimated by use of the Spearman-Brown prophecy formula.

Accordingly, measures of reliability were estimated for grade levels six, eight, and eleven with the following results. For grades six the correlation (r) for the whole test is .89, for grades eight the r is .84 and for grades eleven the r is .87. These results suggest a fairly high and consistent level of reliability for the instrument at the three grade levels.

(2) Teacher Questionnaire, Grades 6-12. The teacher questionnaire concerning pupil attitudes for grades 6-12 closely parallels that of the pupil questionnaire for grades 6-12. Except for two additional items at the end of the teacher questionnaire and a change in title page and directions, the content of the questions for both instruments is exactly the same. The reason for this is to determine how closely teacher and class perceive class attitude outcomes as measured from the same set of questions. Accordingly, each teacher was asked to give her reaction as to how she thinks the majority of her class feels toward each questionnaire item, as seen through the eyes of the class as a group. In other words, the teacher was asked to respond according to what she believed to be the class' feelings toward each question. Results of teacher and class comparisons for the sixth, eigth, and eleventh grade levels can be found among the tests of significance of the Results section. The questionnaire was administered to the class teacher by one of two investigators at the same time the class was being given its questionnaire. The uniform set of instructions for the administration of the instrument can be found in the Directions section of the questionnaire.

Measure of Reliability. The measure of reliability is the same as that employed for the pupil questionnaire. The split-half coefficient, Spearman-Brown formula, was used and yielded a correlation of .71. It should be noted that this estimate is based on the responses of a group of 12 teachers from grades 6-12 to whom the questionnaire was mailed.

(3) Teacher Questionnaire, Grades K-5. The teacher questionnaire for grades K-5 closely resembles the teacher questionnaire for grades 6-12. The content and format of the questions are virtually the same except for minor changes in phraseology. As was previously

noted, the K-5 teacher group was mailed their questionnaire. At these grade levels, it was deemed that, because of the age level of the children and the relative difficulty involved in the reading and understanding of the items, that teacher evaluations would yield the best measure of class outcomes at this time.

Measure of Reliability. As was the case with the pupil and teacher questionnaires, grades 6-12, the split-half coefficient, Spearman-Brown formula was employed as the measure of reliability. The correlation was found to be .94, which suggests a very high estimate of internal consistency for the instrument.

(4) Estimate of Validity. The estimate of vaildity for the pupil questionnaire, grades 6-12, is a concurrent type of validity involving teacher ratings obtained from the teacher questionnaire, grades 6-12, as a criterion of comparison. It was mentioned above that the content of the questions for the teacher and pupil questionnaires, grades 6-12, is exactly the same for both instruments. The rationale for this procedure is to determine how closely teacher and class perceive class attitude outcomes as measured from the same set of questions. As such, each teacher involved in the instructional process of the student sample was asked to give her judgment as to how she thinks the majority of her class feels toward each questionnaire item. In essence, the teacher was asked to respond according to what she believed to be the class' feelings toward each question. The teacher questionnaire was administered to the class teacher by one of two investigators at the same time the class was being given their questionnaire.

Class and teacher modal responses for each of the 12 multiple choice questionnaire items was determined for the sixth, eighth, and eleventh-grade levels. For example, at the sixth-grade level, the modal responses for seven classes and their respective teachers were determined for each of the 12 items. The modal response pattern (profile) of the seven classes combined was then compared with the modal response pattern of the seven teachers combined. A percentage of agreement between both types or modal response patterns was then determined to arrive at an estimate of vaildity of the concurrent type. The same procedure was followed with the eighth and eleventh-grade levels. All told, there were 20 classes and 17 teachers; in three instances one teacher taught two classes apiece. The three teachers who taught two classes apiece answered two questionnaires each so that, in all, every class in the student sample had a corresponding teacher questionnaire.

Based on the results for the seven classes at the sixth-grade level, the percentages of agreement ranged from a high of 92% to a low of 50%. The median percentage for the grade level was 75% suggesting a reasonably adequate degree of concordance.

Similarly, the results for five classes at the eighth-grade level shows the percentage of agreement to range from a high of 92%

to a low of 42%. As was the case with the sixth-grade level, the median percentage for the eighth-grade level was 75%, once again reflecting a reasonably adequate level of relationship between the teacher-pupil groups.

Results for eight classes and their teachers at the eleventh-grade level show the percentage of agreement to range from a high of 75% to a low of 33%. In this case the median percentage for the grade level was 50%. The relatively lower median percentage for the eleventh grade may reflect a more individualistic, differentiated way of thinking about sex education among students and between students and teacher at this age level. It may also be that the instrument does not adequately reflect the more sophisticated level of questionnaire material appropriate for an older and more mature age group of students.

(5) Achievement Tests. Work on experimental editions of survey instruments designed to measure pupil knowledge of curriculum content was initiated in May of 1968. Each of thirty (30) district coordinators was asked to enlist the assistance of five (5) teachers in his district in the construction of items suitable for use in a multiple choice test. A guide containing some sample items and general recommendations concerning the testing program were provided for each teacher. Forms on which the prepared items were to be entered with grade level and source identification were provided. Since then tentative items have been received and are undergoing an analysis of their content, and are being edited for use in pilot test forms. Initial testing will be done in grades six, eight and eleven. Appropriate techniques of test construction will be used to determine validity and reliability.

(6) Technical Procedures. The technical procedures used for data analyses include "t" tests of statistical significance between:

1 - Mean scores of pupils for grades 6 and 8

2 - Mean scores of pupils for grades 6 and 11

3 - Mean scores of pupils for grades 8 and 11

4 - Mean scores of male and female pupils for grade 11

5 - Mean scores of two 11th grade male class where format of curriculum is specifically identified, and two 11th grade male classes where format of curriculum is not specifically identified.

6 - Mean scores for mailed teacher questionnaires (grades 6-12), and unmailed teacher questionnaires (grades 6-12)

7 - Mean scores for unmailed teacher questionnaires for grades K-5, and unmailed teacher questionnaires for grades 6-12.

It should be noted that the "t" tests of significance are based on a larger pupil sample than that used for the graphic comparisons between teacher-class modal response patterns. In the case of the former, the larger pupil sample consists of 561 students, 314 females and 247 males. In the case of the latter the pupil sample consists of 446 students, 259 females and 187 males.

For the graphic modal response pattern comparisons, both pupil and teacher responses are used. Since five teacher questionnaires were not received, it was necessary to eliminate the 115 pupils in their classes from the comparison.

RESULTS

Pupil Attitudes

Comparison of Teacher-pupil Modal Profiles by Grade Level. As a measure of pupil attitudes, comparisons were made between teacher and pupil modal response profiles with respect to 12 multiple-choice questionnaire items. The procedure used for determining these profiles was indicated in the preceding section on the Estimate of Validity. This procedure was followed at the sixth, eighth, and eleventh-grade levels, with the following results.

Sixth Grade

It may be seen from Figure I that teacher and pupil profiles, comprising seven classes combined and seven teachers combined, are very similar on the 12 multiple choice items with which they were compared. Items 1-9 and 12 of the pupil and teacher questionnaires contain five response categories, while items 10 and 11 contain three response categories (cf Appendix). The five response categories, A, B, C, D, and E, are uniformly directional in terms of their positiveness, negativeness, or neutralness. A and B responses are always positive, answers with the A response being more positive than the B response. D and E responses are always negative replies with E being more negative than D. The C response is a neutral reply. In the case of items 10 and 11 which contain only three response categories, the A response is positive, the B response neutral and the C response negative.

The graph shows that the two profiles are identical for five of the twelve items, are one response category apart for another five items, and are one-half of a category apart for the remaining two items. The five items on which there was identical teacher-class agreement reflects a high level of concordance in the following:

a) The number of questions the pupils feel they were able to talk about freely in class (Item 2)

b) How much easier the pupils now feel they understand and can use the correct words to talk about the different parts of the body (Item 8)

c) How well the pupils feel they now understand the physical changes that take place in the body as one grows older (Item 9)

d) The expressed desire to continue classwork in Family Living, Including Sex Education next term (Item 10)

e) The belief on the part of the pupils that their friends would like to take classwork in Family Living, Including Sex Education (Item 11)

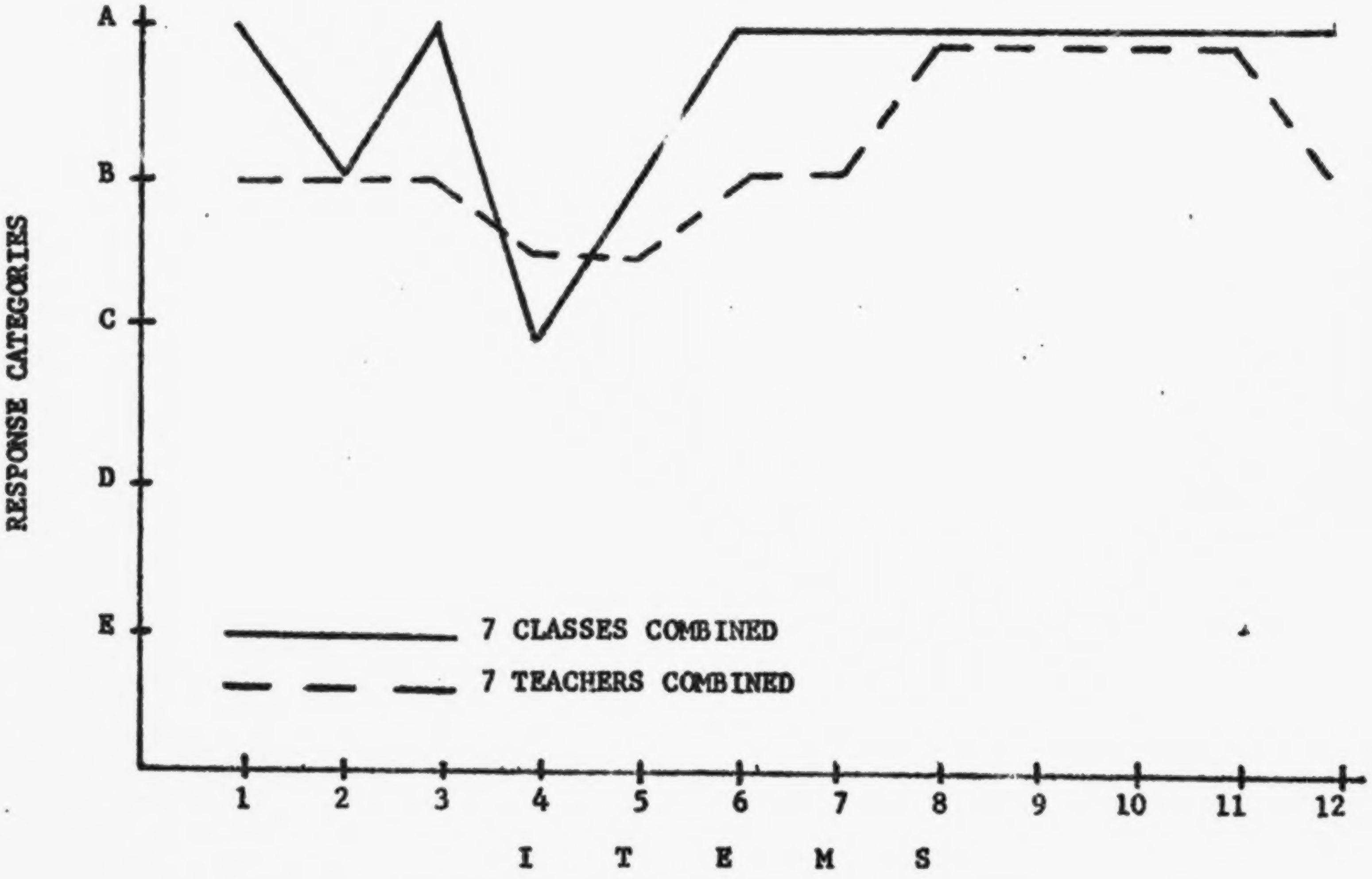

Fig. 1. Sixth-grade teacher-pupil modal response profiles to twelve attitude questionnaire items.

In addition to the agreement on these five items it should be noted that the teacher-class agreements are all concentrated in the positive response categories. Similarly, on the remaining seven items of the questionnaires there was a generally high level of teacher-class agreement and these areas of agreement were typically clustered in the positive response categories. In fact, it is especially noteworthy that not one of the twelve items was responded to negatively by either group. Only in one instance (item 4) did the class group response fall into the neutral category. This result would seem to indicate that the attitudinal outcomes to the curriculum objectives are predominantly favorable and reflect a substantial level of agreement between teacher and class groups on the sixth-grade level.

Eighth Grade

As was the case with the sixth-grade, it may be seen from Figure 2 that teacher and pupil profiles, comprising five classes combined and five teachers combined, respectively, are closely similar on the 12 items. Overall, both profiles show that the response patterns are the same for nine of the twelve items, are one response category apart for two other items, and are only one-half of a category apart for the remaining one item. Of the nine items on which there is identical teacher-class agreement, four items are the same ones responded to by the teacher-class groups of the sixth grade: items 2, 8, 10, and 11. The other five items on which there is identical agreement reflects a high level of concordance in the following:

a) The help pupils feel the curriculum has provided them in understanding themselves better (Item 3)

b) Other ways in which the pupils feel the curriculum has been helpful to them (Item 5)

c) The greater extent to which the pupils feel they now understand their families (Item 6)

d) The degree of expressed willingness with which the pupils feel they can now talk with their parents about themselves and their friends (Item 7)

e) The overall feeling that the curriculum has been "good" for them (Item 12)

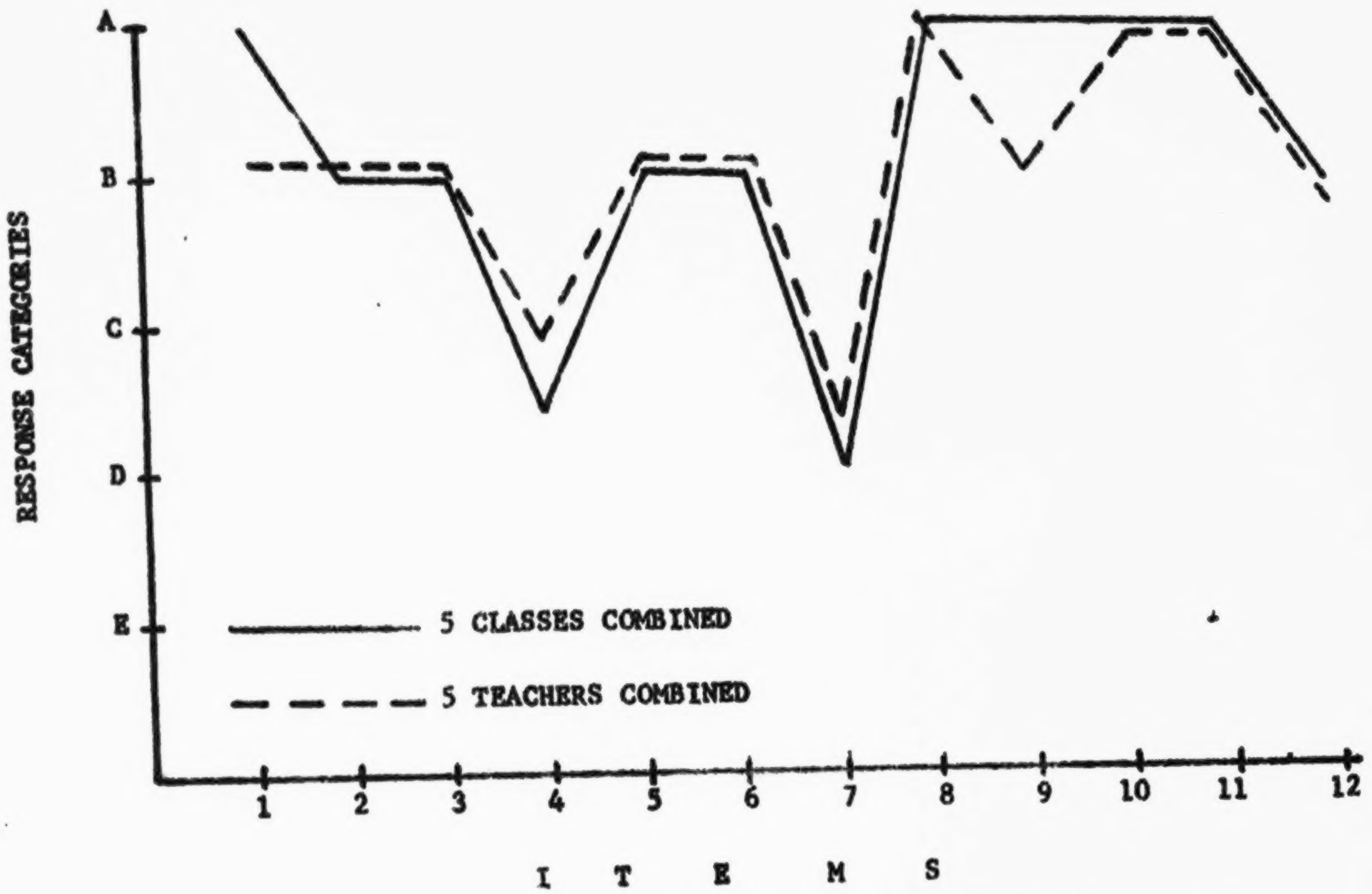

Fig. 2. Eighth-grade teacher-pupil modal response profiles to twelve attitude questionnaire items.

In addition to the high level of agreement on these nine items it should be noted that, with the exception of item 7, the teacher-class agreements are all concentrated in the positive response categories. With respect to item 7, the only item on the questionnaire which was responded to negatively, there is identical agreement between pupils and teachers that the majority of pupils sampled in the eighth-grade are "not much" more willing now (since taking the curriculum) to talk with their parents about themselves and their friends. A perusal of the reasons given by the pupils for feeling this way tends to suggest that they generally perceive their parents as either reluctant or hesitant to discuss sex with them whereas they feel considerably more comfortable and free to discuss sex with their friends.

On the remaining three items of the questionnaire there was a generally high level of teacher-class agreement and in two of the three items these areas of agreement were both in the positive response categories. The remaining third item, item 4, was responded to neutrally by the teachers and neutrally to negatively by the pupils. In the case of item 4 it can be said that the majority of pupils feel that the classwork in Family Living, Including Sex Education has helped them "some" to get along better with other boys and girls. The teachers take a slightly less positive view by thinking that the majority of pupils feel it has helped them "some" to "not much".

On the whole, it can be stated that except for items 7 and 4 the response patterns of the teacher and class groups were all concentrated in positive categories. For all 12 items there was a high level of agreement between both groups. This principal finding would seem to indicate that the attitudinal outcomes to the curriculum objectives are predominantly favorable and reflect a substantial level of concordance between teacher and class groups on the eighth-grade level.

Eleventh Grade

It may be seen from Figure 3 that teacher and student profiles, comprising eight classes combined and eight teachers combined, run fairly parallel to each other on the 12 multiple choice items on which they were compared. The graph shows that both profiles are identical for four of the twelve items, are one response category apart for four other items, are one-half response category apart for two other items, and are one and one-half categories apart for the remaining two items.

On seven of the twelve items there was a generally high level of teacher-class agreement and these areas of agreement were clustered in the positive response categories. Of the remaining five items, items 4, 5, 6, and 7 were, in general, answered neutrally by the teachers but negatively by the classes.

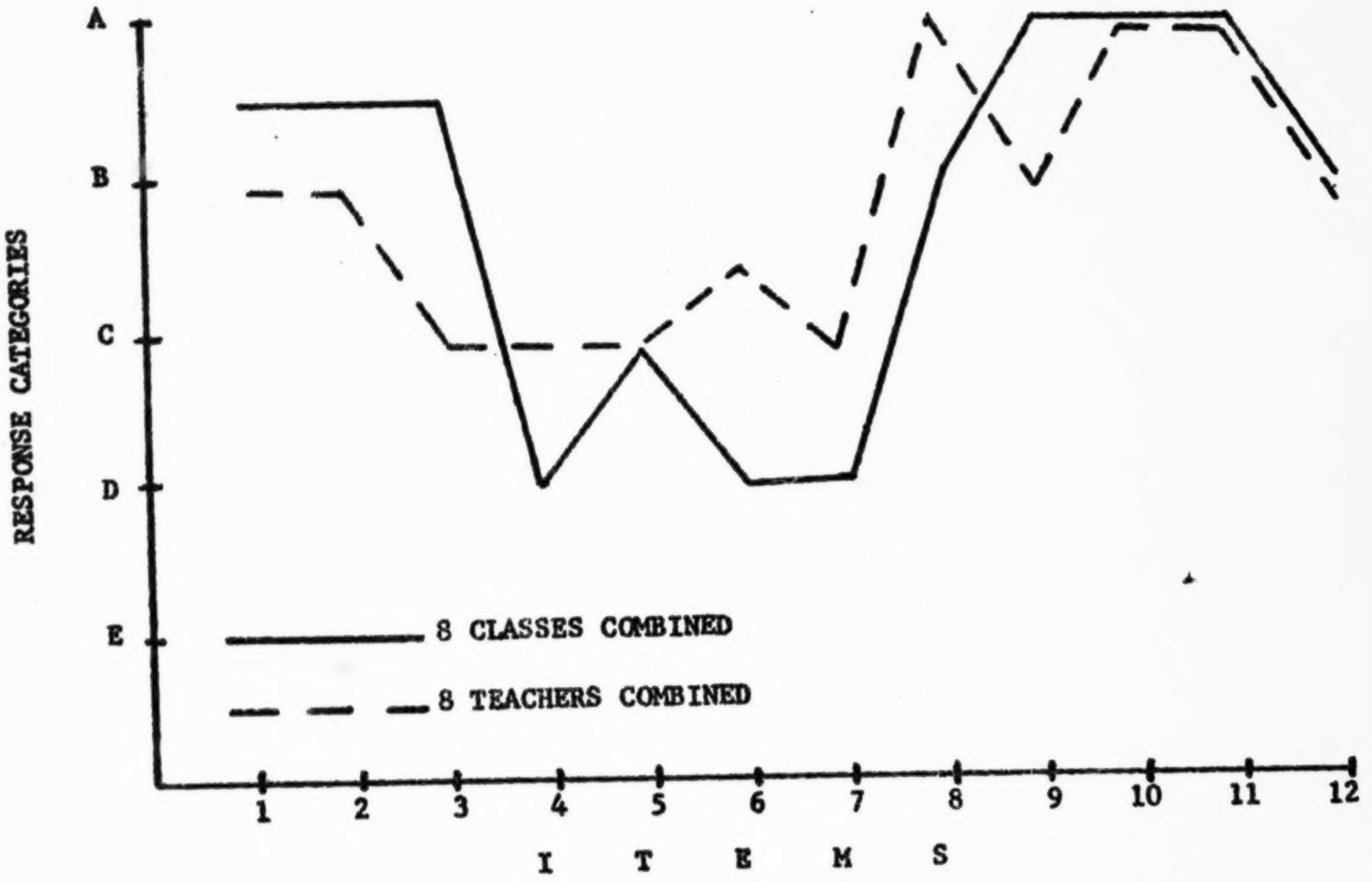

Fig. 3. Eleventh-grade teacher-pupil modal response profiles to twelve attitude questionnaire items.

Thus the majority of students took a somewhat less positive view than their teachers with respect to the following:

a) The extent to which the curriculum has helped them to get along better with other boys and girls (Item 4)

b) Other ways in which the pupils feel the curriculum has been helpful to them (Item 5)

c) The extent to which the pupils feel they now understand their families (Item 6)

d) The degree of expressed willingness with which the pupils feel they can now talk with their parents about themselves and their friends (Item 7)

As was the case with the eighth grade students, it was found that the majority of eleventh grade pupils generally perceive their parents as either reluctant or hesitant to discuss sex with them, while they feel considerably more comfortable and free to discuss sex with their friends (item 7). With respect to item 6, an appreciable number of pupils felt that one year of classwork in Family Living, Including Sex Education was insufficient to acquire an adequate understanding of their families, but that this understanding would come gradually over a period of years. A smaller number of pupils expressed the feeling that they already believed themselves to have a basic understanding of their family. In reference to item 4, a considerable number of students felt that there was not ample time in class discussion devoted to the topic of getting along better with other boys and girls, whereas a lesser number of students felt they know how to get along with their peers and that this was not an area of particular concern to them. The reasons the pupils gave for responding negatively to item 5 were, surprisingly, of a positive nature. That is to say, they felt in the main that most of the ways in which the curriculum has proved helpful to them has already been made available to them in other respects and, therefore, "not many" other ways actually remained.

In general, the results for the eleventh-grade teachers and students appear to indicate that the pupil outcomes to the program objectives are essentially favorable and reflect a fairly close level of agreement between both groups.

Pupil Attitude Questionnaires. Comparisons of mean scores on the pupil questionnaire and the teacher questionnaire were made in further study of pupil attitudes. The statistical significance of the comparisons was determined by means of the "t" test. The following group comparisons were made:

1 - Mean scores of pupils for grades 6 and 8

2 - Mean scores of pupils for grades 6 and 11

3 - Mean scores of pupils for grades 8 and 11

4 - Mean scores of male and female pupils for grade 11

5 - Mean scores of two 11th grade male classes where format of curriculum is specifically identified, and two 11th grade male classes where format of curriculum is not specifically identified.

6 - Mean scores of mailed teachers (grades 6-12), and unmailed teachers (grades 6-12)

7 - Mean scores of mailed teachers (grades K-5), and mailed teachers (grades 6-12)

The corresponding results are as follows:

1 - A statistically significant difference was found between the mean scores of 224 pupils for grade 6 and 105 pupils for grade 8. The critical ratio of 3.33 is significant at less than the .01 level. The mean score and standard deviation for grade 6 were 33.36 and 6.39 respectively and for grade 8, 30.83 and 6.42 respectively.

2 - A statistically significant difference was also found between the mean scores of 224 pupils for grade 6 and 232 pupils for grade 11. In this instance the critical ratio was 10.61, which is highly statistically significant at less than the .01 level. The mean score and standard deviation for grade 6 were 33.36 and 6.39 respectively and for grade 8, 26.09 and 8.15 respectively.

3 - Again a statistically significant difference was found between the mean scores of 105 pupils for grade 8 and 232 pupils for grade 11. The critical ratio of 5.84 is significant at less than the .01 level. For grade 8 the mean score and standard deviation were 30.83 and 6.42 respectively and for grade 11 the mean score and standard deviation were 26.09 and 8.15 respectively.

4 - A comparison of the mean scores of 136 male and 96 female pupils for grade 11 disclosed a statistically significant difference between the groups. The critical ratio of 9.12 is significant at less than the .01 level. For the female group the mean score was 31.04 and the standard deviation was 6.79; for the male group the mean score was 22.60 and the standard deviation was 7.15.

5 - The mean scores of two 11th grade male classes were compared where the format of the curriculum is specifically identified

as Family Living, Including Sex Education and where the format is not specifically identified as Family Living, Including Sex Education. No statistically significant difference was found between the two groups. The critical ratio of 1.55 indicated that the mean difference was not significant. For the specifically identified group the mean and standard deviation were 23.41 and 6.30; for the non-specifically identified group the mean and standard deviation were 21.24 and 7.40.

6 - The difference between the mean scores of 12 teachers from grades 6-12 to whom the teacher questionnaire was mailed and the mean scores of 20 teachers from grades 6-12 to whom the teacher questionnaire was personally administered was not found to be statistically significant. The critical ratio of .68 indicated that the mean difference was not significant. The mean score and standard deviation for the mailed group were 32.58 and 3.58 respectively; for the unmailed group the mean score and standard deviation were 33.5 and 3.97 respectively.

7 - The difference between the mean scores of 12 teachers from grades K-5 using mailed questionnaires, and 13 teachers from grades 6-12 using mailed questionnaires was not found to be statistically significant. The mean score and standard deviation for the K-5 teacher group were 31.18 and 6.16 respectively; for the 6-12 teacher group they were 32.58 and 3.58 respectively.

The statistically significant differences found between the mean scores for grades 6 and 8 and for grades 6 and 11 indicate that the attitudes of sixth grade students to the program objectives are more favorable.than those of the eighth and eleventh grade students. This finding may be attributable, in part, to the fact that sixth graders received 75 minutes of instruction per week, whereas eighth and eleventh graders usually received 40 minutes of instruction per week. Moreover, sixth grade students spend the entire school day with their homeroom teacher whereas eighth and eleventh grade students typically spend one or two class periods a week with their teacher for instruction in this curriculum.

The statistically significant difference found between the mean scores for grades 8 and 11 indicates that the attitudes of the eighth grade students to the program objectives are more favorable than those of the eleventh grade students. This finding may reflect a more individualistic, differentiated way of thinking about sex on the part of the eleventh grade students. It may also be that the instrument does not adequately reflect the more sophisticated level of questionnaire material appropriate for the eleventh grade students, who represent an older and more mature age group of students than their eighth grade counterparts.

The statistically significant difference found between the mean scores of males and females for grade 11 indicates that the attitudes of the females to the program objectives are more favorable than those of the males. This finding may reflect a greater ego involvement in the curriculum on the part of the females, particularly in relation to such topics as: readiness for marriage, having the right partner, building a successful marriage, being in love, and the like.

The lack of statistical significance found between the mean scores of two groups of two eleventh grade male classes where the format of the curriculum is specifically identified as Family Living, Including Sex Education and where it is not, tends to suggest that the format of the curriculum for eleventh grade males is not crucial in differentiating among their attitudinal outcomes. This finding, although based on a small sub sample, may have relevance to the structure and format of future curriculum planning for eleventh grade male students.

The lack of statistical significance found between the mean scores of 12 teachers from grades 6-12 to whom the teacher questionnaire was mailed and 20 teachers from grades 6-12 to whom the teacher questionnaire was personally administered suggests that the method of administration of the teacher questionnaire is not a significant factor in differentiating between their perceptions of class attitudinal outcomes. If this finding is supported by other data it may be possible to administer future teacher questionnaires by mail instead of in person as a time-saving device.

The lack of statistical significance found between the mean scores of 12 teachers from grades K-5 and 13 teachers from grades 6-12, where both types of teacher questionnaires were mailed, tends to suggest no important differential perception of class attitudinal outcomes by the teachers.

In summary, when the major findings of the sixth, eighth, and eleventh grades are seen as a whole, it can be stated, with some degree of confidence, that the majority of teachers and students are in fairly close agreement as to the ways in which most of the students view the curriculum, and perhaps even more noteworthy is the fact that student attitudinal outcomes are predominantly of a favorable and appreciative quality.

In addition, statistically significant differences were found for the mean scores of the pupil attitude questionnaire where the significant difference between groups favored grade 6 over grade 8, grade 6 over grade 11, and grade 8 over grade 11. There was also a significant difference between females and males for grade 11 where the females' mean score was significantly greater than that of the males'.

No statistically significant difference was found between the mean scores of two groups of two eleventh grade male classes where the format of the curriculum was specifically identified as Family Living, Including Sex Education and where it was not. Likewise, no statistically significant difference was found for the mean scores of the teacher questionnaire between 12 teachers from grades 6-12 to whom the questionnaire was mailed, and 20 teachers from grades 6-12 to whom the questionnaire was personally administered. Finally, no significant difference was found for the mean scores of the teacher questionnaires between 12 teachers from grades K-5 and 13 teachers from grades 6-12.

Summary of Data from Staff Questionnaires

District Superintendents

The District Superintendent's Questionnaire - A questionnaire,* composed of 14 items, was prepared to obtain the district superintendent's reactions to selected aspects of the program. The questionnaire was sent to each of the 24 district superintendents who had introduced the program in selected schools in their districts. Of the 24 district superintendents 22 returned the questionnaires.

School's Participation - The first item of the questionnaire was concerned with the extent of school participation in the program. Based on the 22 returns, 106 schools were reported to be involved in providing instruction in Family Living Including Sex Education program. In three of the 22 districts no actual classroom instruction had as yet been implemented; however teachers had been selected and were attending in-service training courses. The number of schools per district where pupil instruction in Family Living was being provided varied from 1 to 16 with a median of 7 schools.

With respect to their intentions toward expanding instruction in Family Living for the school year 1968-1969, 17 of the 21, or 81 per cent of the district superintendents who responded indicated a desire to expand the current program, 13.6 per cent will continue their current program and 1 or 4.5 per cent decided to cut back on his current program. No district superintendent indicated a desire to discontinue the current program in his district.

Community's Reaction to the Program - Reaction of the community toward the introduction of the program is an important aspect to consider. In this study at the present time actual reactions of representative members of the community could not readily be obtained. Later, as the program becomes more fully implemented community representatives will be surveyed. At this stage of the study, therefore, the district superintendents and principals were requested to judge the general reaction of the community. The district superintendents were asked to judge community reaction on the five-point scale. About 50 per cent of the 22 respondents judged the community reaction as very favorable and 45.5 per cent judged community reaction as favorable.

About 59 per cent of the respondents indicated that they received strong support from community sources for the new instructional program, 32 per cent did not receive particularly strong support. Two of the 22 respondents did not answer this item. Of those districts receiving support the most often mentioned source was parent associations. Twenty-one or 95.4 of the responding district superintendents indicated that no particularly strong criticism against the new instructional program in their districts came from community sources.

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* A copy of the District Superintendent's Questionnaire is found in Appendix B.

How did the introduction of the new program affect the relations between parents and the schools in each of the participating districts? A five-point scale was used by the respondents to indicate the degree of reaction. About 45 per cent indicated that the interaction between the parents and schools increased and that the relationships became more positive; about 32 per cent indicated that parent-school relationships increased. Four, or 18.2 per cent of the district superintendents sensed no significant change and 1, or 4.5 per cent did not respond.

Staff's Acceptance of the Program - How well has the staff of supervisors, coordinators, principals, teachers and paraprofessionals accepted the new program? According to the responding district superintendents the general trend is a favorable reaction to the program. Table 1 presents the ratings of the 22 district superintendents on a five-point scale. Some respondents marked more than one category. These are subsumed under the heading, Multiple Response.

Table 1

District Superintendent's Ratings on General Reaction of Participating District Personnel to the New Program in Family Living Including Sex Education

	Response Per Cents in Each Category of the Rating Scale						
Personnel	Very Favorable	Favorable	Lukewarm	Indifferent	Hostile	Multiple Response	No Response
Principals	22.7	59.0	9.1	0	0	4.5	4.5
Ass't. Principals	27.2	45.4	13.6	0	0	4.5	9.1
Other Supervisors	18.2	45.4	4.5	4.5	0	9.1	18.4
Coordinators	36.4	36.4	4.5	4.5	0	13.6	4.5
Teachers	54.5	31.8	0	0	0	4.5	9.1
Paraprofessionals	13.6	31.8	4.5	0	0	4.5	45.4

As indicated in Table 1 the largest per cent of ratings appear under the "favorable" category in all personnel groups except for the teachers. For the latter group 54.5 per cent of the district superintendents rated teacher reactions as "very favorable." In the case of the paraprofessional group, about 45 per cent of the district superintendents offered no response. In general, excluding the ratings for the paraprofessional group the reactions to the new program were rated "favorable" and "very favorable" with a frequency of from 63.6 per cent (other supervisors) to a per cent frequency of 86.3 (teachers).

Another question that was asked the district superintendents was,"To what extent has the introduction of the new program in Family Living Including Sex Education affected other instructional priorities within your district?" About 59 per cent answered that the introduction of the program had had no significant effect on other instructional priorities. About 14 per cent indicated that the new program had had a favorable effect while an equal percentage said it had had a negative effect on other instructional priorities. Three district superintendents did not reply to this item.

Training Program - In the implementation of the new program it was necessary to conduct in-service training programs for teachers selected to participate in the instructional program. Therefore, the district superintendents were asked, "To what extend and in what way had the new program and associated training programs affected the quality of the teaching staff within your district?" The respondents were asked to check one of five choices from "increased considerably" to "decreased considerably" with respect to each of three areas, namely, sensitivity to pupil needs, sensitivity to parent needs and sensitivity to community needs. Table 2 presents the ratings of the district superintendents. Of the latter 19 responded and 3 did not.

Table 2

District Superintendent Ratings on the Effect of the New Program on the Quality of the Participating Teaching Staff

	Response Per Cents in Each Category of the Rating Scale					
Area	Increased Considerably	Increased	No Effect	Decreased	Decreased Considerably	No Response
Sensitivity to Pupil Needs	18.2	54.5	13.6	0	0	13.6
Sensitivity to Parent Needs	22.7	50.0	13.6	0	0	13.6
Sensitivity to Community Needs	13.6	63.6	9.1	0	0	13.6

As indicated in Table 2 the majority of the ratings in all three areas appeared under the "increased" category. As reported by the district superintendents, the general effect of the new programs and associated training programs on teacher quality was positive.

With reference to teacher training programs, about 86 per cent of the district superintendents conducted district training programs for teachers and other staff members involved in the new instructional program. In addition to district training activities, about 95 per cent of the district superintendents reported that their teachers attended the training programs for teachers in Family Living Including Sex Education conducted outside the district, such as the Central Training Program conducted at the Board of Education headquarters or Lennox Hill Hospital. Seventeen of the district superintendents reported that 148 teachers participated in the Central Training Program. In general, the district superintendents, about 91 per cent, prefer local district training programs to out-of-district training programs and chose not to drop them in favor of the out-of-district training programs.

District Superintendents' Recommendations - The last item of the district superintendents' questionnaire requested suggestions and recommendations for strengthening the current program in Family Living Including Sex Education. Nineteen of the district superintendents offered recommendations, two had not fully implemented the program and one gave no response to this item.

Each of the ninetten district superintendents who answered offered one to three recommendations. A summary of recommendations suggested is given in Table 3.

Table 3

District Superintendents' Recommendations for Strengthening the Current Program in Family Living Including Sex Education

Recommendations	Number
1. Continue or enlarge teacher training and in-service programs - district and citywide.	14
2. District film library of visual aids for each school made available.	11
3. Training programs for parents by trained personnel.	6
4. Specific person assigned exclusively to this program.	3
5. More structure in the curriculum, printed resource material and specially prepared textbooks.	3
6. No teacher should be permitted to teach unless she has received training.	2
7. Program must be placed in a definite curriculum area in junior and senior high school.	1
8. Augment and strengthen program by TV workshops.	1
9. Use only teachers who volunteer.	1
10. Supervisors in schools without programs must be made aware of this program.	1

Table 3 Continued

11. Continuing program to keep community aware of "Family Living" curriculum.	1
12. Train and involve guidance counsellors, school doctor and nurse in the program.	1
13. Additional supervisory staff should be provided.	1
14. Greater consideration given to inclusion of morality in some form and degree into the curriculum.	1
15. Establishment of a definite plan of operation based on a specific time schedule over a period of three to four years.	1

An inspection of Table 3 reveals that the respondents' primary concern was for the necessity of continuing and enlarging the training programs for the participating staff both teacher and supervisor. Some of the respondents called for intensive teacher training programs utilizing specialists to train teachers who would be able to supplement the work of the district coordinator.

Fourteen of the 19 (about 76 per cent) respondents indicated the need for strengthening the training programs, local and citywide. The importance of visual materials was indicated by 11 of the 19 (about 60 per cent) respondents.

The next item in order of frequency of response was a need for training programs for parents administered by trained personnel.

The underlying tenor of the recommendations pointed to more intensive involvement of personnel both staff and non-staff, greater specificity in curriculum and materials in the new subject area, and more systematic planning in the implementation of the program.

Summary - Questionnaires were sent to 24 district superintendents who had introduced the new program in their district. Of the 24 questionnaires, 22 were returned. Based on the 22 returns, 106 schools were reported to be involved in providing instruction in the Family Living, Including Sex Education program. Of these, only 3 districts reported that no actual classroom instruction had as yet been implemented although teachers had been selected and were attending in-service training courses. The number of schools per district where pupil instruction in Family Living was being provided varied from 1 to 16 with a median of 7 schools. A large majority of the superintendents were in favor of either expanding the program, 81 percent, or, at least, in continuing the program, 13.6 percent. Although a precise account of the community reactions to the program could not be taken at the present time, over 50 percent of the respondents judged the community reaction as very favorable and 45.5 percent judged it to be at least favorable. Over half of the respondents reported that they received strong support from the community; however, many indicated that the support was not particularly strong. The superintendents also felt that the parent-school relationships increased.

The superintendents generally agreed that the reactions of other participating district personnel to the new program ranged mostly from favorable to very favorable. However, there were instances of lukewarm and indifferent attitudes toward the new program.

Over half of the superintendents reported that the introduction of the program showed no significant effect on other instructional priorities while about 14 per cent indicated that it had a favorable effect and an equal percentage reported a negative effect on other instructional priorities.

According to most of the superintendents the program had a positive effect in increasing teacher's sensitivity to pupil needs and parental needs, and sensitivity to community needs. Ninety-five percent of the district superintendents reported that their teachers attended training programs outside the district while 148 teachers participated in The Central Training Program. Ninety-one percent of the respondents preferred the local district training programs to the out-of-district training programs.

The primary recommendation made by the superintendents for strengthening the program was to continue and enlarge the training programs for the participating staff, including teachers and supervisors. The importance of visual aid materials was also stressed by many of the respondents. A number of superintendents also expressed the need for training programs for parents administered by trained personnel.

School Principals

A questionnaire composed of 27 items was prepared to secure principals' reactions to selected aspects of the new program. A 50 per cent random sample of principals was selected to complete the questionnaire. As of the time of sampling there were 159 participating schools in elementary, junior and senior high schools. The number of principals selected was 83, distributed over 24 school districts. Fifty-two (62.7 per cent) of the participating principals distributed over 22 school districts returned completed questionnaires.

More specifically, the total number of elementary school principals surveyed was 38. Twenty-six responded, representing 68.4 per cent of the elementary group. The total number of intermediate and junior high school principals surveyed was 26, and sixteen responded, representing 61.5 per cent. The total number of senior high school principals surveyed was 19; thirteen responded, representing 68.4 per cent of the original 19.

Forty-three of the 52 responding principals, or 82.7 per cent, reported that a total of 9,630 pupils were currently under instruction in Family Living Including Sex Education. Nine principals reported that no pupil instruction in the new curriculum has as yet been established. Four schools instructed only girls, and one school only boys, in the new program. In general, the proportions of participating boys and girls were about equal.

A copy of the Principal's Questionnaire is attached as Appendix B . The order in which the item responses are reported does not correspond to the sequence in which the items appear on the questionnaire because responses have been grouped to facilitate analysis and interpretation. The results describe the principals' methods of organization and administration of the program in his school in the areas of staff training, parental involvement, approaches to implementation, and pupil and community reactions. Finally his plans and recommendations for the future will be considered.

Teacher Selection and Training

Prior to the implementation of the pilot program in Family Living and Sex Education on the scale described above it was necessary to select and train the required teaching staff. The principals were asked to describe the procedures they followed in selecting teachers for participation in the program. In addition, they were asked to indicate any subject area backgrounds they preferred such teachers to have, to identify the type of training these teachers received, and to give their evaluation of this training.

The methods used by principals to determine which teachers would teach the new materials in their school varied. The largest group (48.2 per cent) stated that the principal made the selection; 22.2 per cent asked for volunteers from their staffs, 3.7 per cent relied on recommendations of other staff members, 22.2 per cent utilized all the above methods, and 3.7 per cent failed to respond to this question.

Two types of training centers, central and local, were instituted for the professional teaching staff. The centrally located centers, one in Manhattan and the other in Brooklyn, provided instruction. Teachers were sent to these centers from their schools. In addition, each local school district was encouraged to initiate its own training program. A brief description of these programs is given in the section on the teaching staff.

The 52 principals reported a total of 195 teachers as having participated in the central and local types of training programs offered. Of the 52 principals, 64.8 per cent reported that the teachers engaged in instruction in Family Living participated in centrally located training sessions for teachers. About 33 per cent stated their teachers did not participate in these sessions and 1.9 per cent failed to respond.

On the other hand, when asked about staff participation in local district training centers, 87.0 per cent stated they had staff participating in training sessions. Only 7.4 per cent stated their staff did not participate in these sessions, and 5.6 per cent failed to respond.

The principals' reported participation by their staff members was reflected in the principals preferences. Only 3.7 per cent indicated an exclusive preference for the central programs. About 43 per cent stated a preference for the local district programs while 51.9 per cent declared a preference for the use of both programs. Only 1.9 per cent failed to respond.

When asked about the post-training assignment of the 195 teachers who received training in the implementation of the new curriculum, 70.4 per cent stated that the teachers trained had actually engaged in instruction in the new area in the current term, 27.8 per cent indicated that teachers trained had not yet engaged in instruction in the current term, 1.9 per cent failed to respond.

With respect to the adequacy of the training provided for teachers involved in implementing the new curriculum in Family Living Including Sex Education 85 per cent of the principals thought the training provided was adequate. However, 61.1 per cent reported more training was needed, 11.1 per cent judged the training provided was inadequate, and 3.7 per cent failed to respond.

Method of Presenting the New Subject

The introduction of the new curriculum materials required a decision as to how they would be incorporated in the regular course of instruction. The Family Living and Sex Education curriculum allowed for freedom in this area. In general, two methods were employed, namely, the Specific Identification Method and the Integrated Method. In the Specific Identification Method the materials were presented in the classroom situation as units in Family Living Including Sex Education. In the Integrated Method the materials are incorporated, without identifying them, into other curriculum areas. The principals were asked which method their schools employed, the reasons for the choice, and their experiences with the method chosen.

Approximately 43 per cent of the principals indicated that their policy was to identify specifically the area of study as Family Living Including Sex Education. Only 9.3 per cent indicated the exclusive use of the Integrated Method. About 20 per cent declared that they used both methods simultaneously. Of those remaining, 9.3 per cent alternated methods in specific classes, 16.7 per cent failed to respond.

When asked about the continuation of the presently adopted method during the next school year, 68.5 per cent indicated an intention to continue with the method they currently employed. Only 1.9 per cent stated they specifically intended to abandon the present method, 9.3 per cent were undecided, and 20.4 per cent failed to indicate any decision in this matter.

Pupil's Reactions to the Program

It is undoubtedly true that the classroom teacher has a more intimate knowledge of the individual pupil than does the principal. Nevertheless, the principal is in a position to judge general reactions on the part of the pupil population and to observe a wide range of pupil interactions. The principal was, therefore, asked to give an opinion as to the general reaction of the pupils in his school to the new program.

Over 70 per cent of reporting principals concluded that the general pupil reaction, was favorable, with 44.4 per cent declaring that the pupil response was enthusiastic. There were no reports of a hostile reaction, and only 5.6 per cent declared the pupil response was primarily one of indifference. About 9 per cent reported a range of reactions from favorable to unfavorable on the part of students, and 14.8 per cent of the principals failed to respond to this item.

The introduction of a new area of study intrinsically interesting to pupils often produces an indirect learning effect on other pupils not directly exposed to the new instruction. This learning by hearsay has in the past been a common avenue of sexual knowledge among children, and the principals were asked to judge to what extent this type of learning operated as a result of the new curriculum. When asked to judge to what extent the new curriculum provided indirect instruction to pupils not enrolled in the program, 7.4 per cent reported that this took place to a considerable extent. About 17 per cent thought it took place to some extent, and 7.4 per cent judged that very little had occurred. About 39 per cent indicated an inability to judge to what extent hearsay learning took place, and 14.8 per cent failed to respond.

Parents' Reactions to the Program

As a spokesman for the school in the community, the principal is both a source of information to parents concerning school activities and a recipient of requests and suggestions for adopting school policies to answer community needs. The principals were asked to gauge the community's general reaction to the new program in Family Living Including Sex Education. In addition, as a measure of the community's reaction, they were asked to describe the nature of the communications received by the school with respect to the new program.

The principals were asked to report on the incidence of requests to exclude such instruction from the schools. About 78 per cent reported no such requests, and about 14 per cent stated hardly any had been received. About 4 per cent of the principals reported that many requests were received, 2 per cent reported some, and 2 per cent of the principals did not volunteer an answer.

The principals were also asked to report on requests for continued or expanded instruction in this area. About 19 per cent reported many such requests, 33.3 per cent reported some, and 4 per cent reported few requests. Also, 33.3 per cent reported no such requests, and 3.7 per cent checked "hardly any." Four per cent failed to respond.

The effect of the school's program on community attitudes as to the use of the schools as agencies of instruction in Family Living Including Sex Education was rated by the principals. When asked whether the community that their school services accepted the school as an appropriate agency for instruction in Family Living Including Sex Education 68.5 per cent of the principals gave an unqualified "yes" response, 18.5 per cent reported "yes" with reservations. Only 7.4 per cent reported a qualified no response and none reported an unqualified no. About 4 per cent failed to respond and 1.9 per cent gave a multiple answer. Approximately 61 per cent thought that the school is increasing its acceptance in this role. About 28 per cent reported no appreciable change in community attitudes. None reported a decreasing acceptance of the school. About 11 per cent failed to answer this item.

Community Participation

The new program in Family Living Including Sex Education was planned to include parents and community groups as active partners in implementation. This called for both local school participation on the part of parents and also exchanges with the experiences and resources of other schools within the district. The principals were asked to describe the extent of this participation and to evaluate its effect.

When asked whether the new program affected parent-school interaction, 34 per cent responded that such communication had increased. About 6 per cent reported a decrease in parent-school interaction, 54 per cent detected no change, and 6 per cent failed to respond. One principal replied that the effect was mixed over the period involved. Many schools had indicated an intention to foster parental involvement in implementing the new program through the formation of parent groups specifically involved with the problems of the new curriculum. About 49 per cent of the principals stated that such parent groups had been formed at their schools, 42.6 per cent reported that no such groups were organized and 9.3 per cent failed to respond.

Continuing parent interest in the implementation of the program was reported by 35.2 per cent of the responding principals. About 9 per cent reported that interest was initially high but quickly dropped off while 12.9 per cent reported only sporadic parent interest, 20.4 per cent reported low parent interest, and 5.5 per cent reported mixed parental interest. About 17 per cent failed to respond.

District-wide programs were organized to facilitate implementation of the new program. About 72 per cent of the principals stated their schools participated in such programs, 25.9 per cent reported no participation and 1.9 per cent failed to respond. The principals were also asked to rate the value of the district advisory groups on a five-point scale. About 54 per cent of the principals rated the value of the district-wide council as good to excellent, 20.4 per cent rated the councils satisfactory, and 9.3 per cent thought them fair. No one rated them as poor. About 17 per cent failed to respond.

Principal's Future Plans and Recommendations

In planning the school's program in the area of Family Living Including Sex Education for the next school year, the principal will take into consideration the experience of the current term. He was therefore asked about his intentions with respect to further implementation, and to give any suggestions he had for strengthening the present program.

When asked about their intentions for the coming year, 59.3 per cent of the principals responding planned to expand the program in their schools, 25.9 per cent voted to continue the present program. None stated an intention to discontinue the program but 1.9 per cent planned to cut back on the program during the coming school year, 1.9 per cent gave a multiple response and 6 per cent failed to answer.

The most common recommendation made by the principals for strengthening the program was in the area of providing more, better, and more intensive teacher-training. Of the 52 respondents, 23, or 44.3 percent emphasized the need for some kind of improved teacher-training program. Many suggestions centered around establishing continuous group workshops or in-service courses during school time with the participation of physicians, psychologists, and other specialists, including Board of Health specialists or lecturers.

Another frequent suggestion had to do with the development of more and better teaching materials. More specifically, the principals mentioned models, visual aides, commercially printed materials, appropriate text books for pupil use, and bulletins on new materials. Further help for teachers including a more explicit curriculum guide, bulletins and periodicals on sex education and family living and reference books for the schools were also mentioned as among the priorities for improving the program.

Getting parents more interested and further involved in the program was suggested by a number of principals in order to further the success of the program. Specifically, the principals recommended continuation of workshops for parents, permitting parents to observe sex education and family living lessons in the classroom, and holding advance meetings of parents with the district health coordinators. Some principals reported that the parents did not actively support the program as much as they could have, and pointed out the need for a more active advertising campaign to reach more members of the community.

The general attitude of the principals was that the program is worthwhile and should definitely be continued. In fact, a number of principals recommended that the program be expanded to all grade levels and eventually to all schools. Other suggestions included providing a full term course in Sex Education and Family Living and assignment of more hygiene time to be used in the program. In addition several principals called for the adoption of a co-ed approach - teaching boys and girls together whenever feasible.

As is often the case with the creation of a new program, there has been a paucity of teachers in some schools to cover classes of teachers who have been assigned to this program. Several principals have recommended that additional teachers be provided where coverage is insufficient. These and other suggestions and recommendations made by the principals are summarized in Table 4.

Table 4

The Recommendations Made by Participating Principals for Strengthening the Program in Family Living Including Sex Education

Recommendations by Principals	Number of Principals
Extend and improve teacher-training	27
Develop more and better teaching materials	22
Solicit more parental and community involvement	9
Expand the program	7
Adopt a co-ed approach	4
Additional personnel to cover classes	4
Provide increased publicity for the program	1
Include Sex Education and Family Living in small group counseling provided by guidance counselor	1
Adopt a greater science orientation as opposed to a "social" or "hygiene" approach	1
Sex Education and Family Living should be included in other areas such as social studies etc.	1
Improve the high school program	1
Devise an evaluative measure for success	1
Provide fundamental information on the elementary school level	1
More available time for the district health co-ordinator to assist in the program	1

Summary

A 52 per cent random sample of principals was selected to complete the 27 item questionnaire designed to elicit reactions to selected aspects of the program. Of the 83 questionnaires sent to 24 districts, 52 usable questionnaires were returned.

Various methods were used to recruit teachers for the new program. Many principals selected the teachers themselves, some asked for volunteers and a few relied upon recommendations made by other staff members. Two types of training centers, central and local, were instituted for the professional teaching staff. Less than half of the principals stated a preference for the local district programs, while slightly over 50 per cent declared a preference for the use of both the local and central programs. Only a few principals indicated an exclusive preference for the central programs. With respect to post-training assignments, most of the principals stated that their teachers actually engaged in instruction in the new program while over 25 per cent indicated that their teachers had not yet engaged in instruction during the current term. Most of the principals considered the training provided for teachers to be adequate, although over half felt that more training was needed.

With regard to implementation of the new curriculum, less than half of the principals indicated that their school policy was specifically to identify the area of study as Family Living Including Sex Education. Only 9.3 per cent indicated the exclusive use of the integrated method (incorporating materials into other curriculum areas) while about 20 per cent declared that both methods were used simultaneously.

Over 70 per cent of the respondents concluded that pupil reaction to the new program was at least favorable, many stating that it was indeed enthusiastic. There were no reports of any hostile reactions, although a small percentage of pupils were indifferent. The overall parental reaction to the program was favorable. As a measure of the successful acceptance of the program by the community the principals reported an encouraging number of incidents where members of the community requested continued or expanded instruction in this area for children. Most of the principals felt that the community accepted the school as an appropriate agency for instruction in Family Living Including Sex Education. However, although many principals indicated that communication between the community and the schools increased, over 50 per cent detected no change in community participation. Many of the schools indicated an intention to foster parental involvement in implementing the new program through the formation of parent groups and, in many instances, have already begun doing so.

With regard to district-wide programs, close to three-fourths of the principals indicated involvement in such a plan to effect implementation of the new program. An overwhelming majority of principals stated that they plan to continue, and in many cases, to expand the program during the coming year.

Among the recommendations made by the principals for strengthening the program were improving the teacher-training program, developing more and better teaching materials, soliciting more active participation by the community, and expanding the program to include all grade levels, and eventually, all schools.

District Coordinators

Each school district provided a coordinator for Family Living, Including Sex Education. This position was not exclusive of other duties, but rather was an additional assignment assumed by persons already responsible for coordinating other educational activities within the district. The district coordinators, working under the supervision of the district superintendents, and in conjunction with school principals, assumed the responsibility for coordinating all activities associated with the implementation of Family Living, Including Sex Education within their respective districts.

As of February 1, 1968 each coordinator had received a total of 90 hours of specialized training. This included,

a. 30 hours of sensitivity-group process training by psychologists and curriculum specialists in small-groups of 6-8; these sessions were planned in cooperation with the staff of the Postgraduate Center for Mental Health and the Bureau of Child Guidance.

b. 30 hours of course content relating to the curriculum. Lectures were given by consultants.

c. In addition, an intensive training program of 30 hours in the developmental aspects of sexual growth and family living was provided.

Coordinator's Questionnaire - In March of 1968 thirty district coordinators of Family Living Including Sex Education were sent questionnaires concerning the training program they had completed in February 1968 at the Postgraduate Center for Mental Health in New York City. Twenty-two or 73 percent of the coordinators returned completed anonymous questionnaires, a copy of which is in Appendix B.

The questionnaire was divided into four sections. The first section gathered information about the general personal and professional background of the coordinators. The second section was devoted to their more immediate experience of selection and initial participation in the program. The third and largest section was devoted to their training experience at the Postgraduate Center. Finally they were asked to anticipate some of the problems, of implementation of the program in their district and to judge the adequacy of the materials and training they brought to their new assignment.

Background Data on District Coordinators - Of twenty-two district coordinators who responded to the questionnaire, fifteen were men and seven were women. All but one was married. About one-third ranged in age from 31 to 50; sixty-four percent were over fifty years of age and 4.5 percent reported no age. Many of the district coordinators were licensed to teach in more than one subject area, but a majority (15) were certified in the area of Health and Physical Education. Ten were holders of elementary school licenses and nine held licenses distributed over the fields of science, mathematics and other subject areas. Twelve of the coordinators reported both elementary and secondary school teaching experience. Seven of the coordinators had taught in other educational settings such as colleges and training institutes. The most frequently reported teaching background was secondary school with 19 claiming such experience. Fourteen reported having elementary school teaching experience. In terms of total teaching experience, the range was from 11 years to 39 years, with the average being 27 years. With respect to the area of instruction in which they had been most involved over the past three years, 17 reported it to be Health and Physical Education. Two stated science, one curriculum development, and one mathematics as the area of their most recent work.

Almost all the district coordinators were requested to assume the post by their district superintendent. When asked to indicate their reaction to this new assignment on a five-point scale twenty-one said they felt positive or enthusiastic. Only one coordinator reported feeling mildly negative. None of the coordinators had participated in the development of the new preliminary curriculum prepared for the program.

It was mentioned earlier that this assignment was in addition to other duties for which the coordinator was responsible. Almost all the coordinators reported that the distribution of their time was left to their judgment. Twelve or 55 percent found it possible to provide the time required by the new program. The remaining coordinators found themselves unable to provide the necessary time allotment they deemed necessary for their various duties.

The training program for district coordinators held at the Post-graduate Center for Mental Health included a battery of group aims. The overall objectives of the new curriculum had to be presented and clarified for the coordinators. A close examination of the preliminary curriculum guide and plans for its implementation had to be discussed. Therapists engaged in sensitizing the coordinators to their own and to other feelings and attitudes in the area of Family Living and Sexuality as a means of providing them with the openness of mind and emotion called for in this new area. Experts in the area of Family Life and Sex Education were heard and questioned on their experiences and views. The training program was designed to convey a clear sense of the curriculum objectives to the coordinators with the intent that the coordinators experience a sense of security, understanding the scope and nature of these objectives. The coordinators were provided with a list of six program objectives. They were asked to evaluate on the basis of their experience the manner in which these were presented.

For objectives more than 10 of the 22 coordinators indicated that the objective was explicitly presented, and in no case did less than 19 of the 22 coordinators indicate that the objective was not presented or presented only implicitly. They were then asked to evaluate their understanding of these objectives as a result of the training program on a scale which included clear and understandable, less than clear, ambiguous, and not at all clear. The number reporting a clear and understandable grasp of each of the objectives ranged from 13 to 21. The number answering less than clear ranged from 1 to 6 with a mode of 2. Only three objectives were reported to be ambiguously understood with the range going from 1 to 3. Two objectives were reported to be not clearly understood by one coordinator choice for each.

Curriculum discussion and sensitivity training took place in small group workshops of approximately 12 people. The members of each group, curriculum leaders, sensitivity teachers, coordinators, and participating religious representatives met for an hour and a half each week. When asked for an overall evaluation of the worth of these group workshops, 11 coordinators felt them to be of great value, 9 to be of some value, and 2 of the 22 said they were of little value. When asked about the size, control, and length of these workshop sessions, over 70 percent reported favorably on each item. There was hardly any fear expressed that the free workshop discussion would be grounds for reevaluation of the fitness of a coordinator, and the presence of school supervisors as members of some groups was generally not reported to have reduced the effectiveness of the sessions. One third of the coordinators found irregular attendance and the introduction of new participants into functioning groups to be a source of difficulty, only one coordinator reporting that it caused no difficulty.

In considering some of the areas of discussion included in the workshop sessions, over 68 percent of the coordinators reported too little discussion of curriculum content, teaching methods, and administrative and implementation problems. Twelve of 22 said religious sensitivity was underdiscussed. At least 12 of 22 respondents considered the discussion adequate in the areas of ethical, community, pupil, teacher, and parental sensitivities. Almost all who stated otherwise found these areas to have been too little discussed.

An analysis of the coordinators comments suggests the following three particular strengths of the workshop sessions in the order of their frequency:

1. Self confidence was developed through the mutual discussion of ideas and feelings.

2. Self-understanding and a sympathetic understanding of the ideas and feelings of others was generated through the discussions.

3. A useful familiarity with the techniques of role playing and group leadership was developed.

Some weaknesses commented upon in their order of frequency were:

1. Discussions could ramble aimlessly or be dominated by one or two speakers.

2. There was insufficient time to discuss all necessary topics or specific topics in depth.

3. There was too little discussion of the practical day to day classroom problems which would arise in the process of implementation.

Some recommendations for improving the workshop sessions were as follows:

1. The leaders should be more familiar with Board of Education policies and directives.

2. Leaders and participants should rotate.

3. Sessions should have specific topics for discussion.

4. More policy guidelines should be provided and discussed.

5. Group workshops should be held after the combined session of the day.

As a method of determining the quality coordinators' experience in the group workshop sessions, they were asked to recall their feelings of relaxation or anxiety during the initial meetings of the workshops and during the final sessions. During the initial sessions 2 reported being extremely relaxed, 14 being moderately relaxed and 6 moderately anxious. In describing the final sessions, 14 stated they were extremely relaxed and 8 moderately relaxed. None expressed anxious feelings during the final sessions.

Following the small group workshop sessions a combined one and one half hour session took place during which all the separate workshop groups came together to hear guest speakers, discuss the new curriculum, and to exchange viewpoints and ask questions. The overall opinion of these sessions was favorable. Four coordinators described them as excellent, 12 called them good. One said they were poor and three acceptable with two coordinators distributing their ratings over the good and acceptable categories.

The major citywide guide to be used in the implementation of the new program is the preliminary curriculum guide. This booklet outlines, for each of the grades from pre-kindergarten to the 12th year, a scope and sequence, lesson contents, and suggested learning activities which may be used in the classroom. A study and discussion of the contents of this booklet was a concern of both the small group workshops and the combined sessions. The coordinators were asked to evaluate the contribution of the Postgraduate Center training program to their understanding of the materials of this booklet. They were asked to rate on a five-point scale ranging from Very superior to Very poor the Scope and Sequence, contents, and Learning Activities suggested for each grade level. To reduce the number of categories the pre-kindergarten to 3, the 4 to 7, and the 8 to 12th year levels were combined to form three groups, with three divisions in each group for a total of 9 judgments.

For the pre-kindergarten to 3rd ~~year~~ grade levels the modal judgment of scope and sequence was good. Poor was the second choice. The most frequent rating of the contents section for these grade levels showed an equal number of ratings of good and poor. The learning activities section was rated as poor most frequently, followed by good.

The 4 to 7 year grade levels scope and sequence, and contents, were both judged poor by most, followed next by good. The learning activities segment for these grades was evaluated most frequently as poor with an equal distribution over good and superior following.

On the 8 to 12 year grade levels sections there was an even distribution of superior, good, and poor judgments assigned to each of the divisions; scope and sequence, contents, and learning activities.

The coordinator's sense of being adequately prepared to interpret and explain the contents of the preliminary curriculum guide will not necessarily be determined by the success or failure of the curriculum discussions in this area. The coordinators were therefore asked to describe their state of preparation for adequately explaining and interpreting the contents of this booklet to the members of the following groups: pupils, parents, teachers, principals and district superintendents. They judged themselves as very well prepared, adequately prepared, in need of more preparation, or totally unprepared with respect to each of the above identified groups. With respect to each group the most frequent choice was adequately prepared. In all cases this also represented a majority of the choices made.

The primary aim of the training provided was the actual implementation of the new program in the district coordinators own school district. The period of joint participation in preparing for this job was also an opportunity to develop an awareness of possible problems, to form an opinion on the value of the printed and audio-visual tools available, to frame criteria by which to evaluate success or failure, and to review one's personal response to the task ahead. The coordinators were asked to anticipate the degree to which selected areas would present problems of implementation in their home districts. About half the coordinators expected teacher training to be a serious problem, and with almost as many agreeing that this would be somewhat of a problem. The other identified areas were felt to present no problem or somewhat of a problem for most coordinators.

When asked to evaluate the adequacy of the printed curriculum materials provided for the program, approximately two thirds of the coordinators rated them good to excellent. Their stated judgment on the adequacy of the audio-visual materials provided was evenly divided with half rating them good to excellent and half rating them poor to adequate.

In commenting on anticipated problems it was stated by some coordinators that efforts were needed to involve parents more, and to expect that problems would be more serious in the higher than in the lower grade levels. When asked to discuss additional problem areas about one third of the coordinators said that more audio-visual materials, more readily available in each district, should be provided. The two problems of concern suggested most frequently after this were teacher training and the need for additional printed materials.

When the coordinators were asked to state the major criteria by which they would evaluate the effectiveness of the implementation of the program the largest number of responses, twenty-two, were devoted to pupil outcomes in terms of increased knowledge, healthier attitudes to family life and sexuality, the degree of pupil participation in class and group discussions, and to the development of values. Twelve choices indicated the area of parental and community participation and acceptance of the program. Ten suggested criteria were in relation to teacher and school acceptance of, and participation in,the growth of the program. The number of schools participating, entering, and expanding the current program was mentioned three times. Additional criteria suggested were teacher observations of boy-girl relationships, the improvement of group processes, and the participation of religious and medical groups in implementing the program.

When asked to recall their feelings on being first assigned to the implementation of Family Living Including Sex Education and their feelings now that implementation was imminent, twelve coordinators now felt strongly positive about the program whereas only three felt so when first assigned. When first assigned nineteen felt positive as contrasted with ten who chose positive to describe their current sentiments.

The coordinators were finally asked to evaluate the respective contributions to their expected efficiency as coordinators of the training they received since the programs inception,and the previous experience they brought with them to the job. Two chose the training they received, eighteen chose an equal combination of both previous experience and recent training as primary explanations of their efficiency, and two chose their previous experience exclusively.

Additional reasons mentioned were the strong support of the district superintendents and additional training which had been received.

Some recommendations for improving the workshop sessions were as follows:

1. The leaders should be more familiar with Board of Education policies and directives.

2. Leaders and participants should rotate.

3. Sessions should have specific topics for discussion.

The coordinators were, therefore, asked to describe their state of preparation for adequately explaining and interpreting the contents of the preliminary curriculum guide. The most frequent description given was "adequately prepared." Where it was given it consistently reflected the majority opinion.

The primary aim of the training provided was the actual implementation of the new program in the coordinators' own school districts. About half the coordinators expected teacher training to be a serious problem; almost as many agreed that this would be somewhat of a problem.

When asked to evaluate the adequacy of the printed curriculum materials provided for the program, approximately two-thirds of the coordinators rated them good to excellent. As to their expressed judgments on the adequacy of the audio-visual materials, half rated them good to excellent and half rated them poor to adequate.

In commenting on anticipated problems, some coordinators stated that greater efforts were needed to involve parents,and that problems would be more serious in the higher than in the lower grade levels. When the coordinators were asked to state the major criteria by which they would evaluate the effectiveness of the implementation of the program, the largest number of responses (twenty-two) were devoted to pupil outcomes in terms of increased knowledge, healthier attitudes to family life and sexuality, the degree of pupil participation in closed and group discussions, and to the development of values.

Summary - Each school district provided a coordinator for Family Living, Including Sex Education. In conjunction with school principals, the coordinators assumed the responsibility for coordinating all activities associated with the implementation of the program within their respective districts. As of February 1, 1968 each coordinator had received a total of 90 hours of specialized training.

In March, 1968 district coordinators were sent questionnaires concerning the training program they had completed in February, 1968. Seventy-three per cent of the coordinators returned completed questionnaires. The first section of the questionnaire gathered information about the personal and professional background of the coordinators. The second section was devoted to the more immediate experience of their selection and initial participation in the program. The third and largest section was devoted to their training experience at the Postgraduate Center. Finally, they were asked to anticipate some of the problems of implementation of the program in their district and to judge the adequacy of the materials and training they brought to their new assignment.

The training program for district coordinators held at the Post Graduate Center for Mental Health included a battery of group aims. Therapists engaged in sensitizing the coordinators to their own and others' feelings and attitudes in the area of Family Living and Sexuality as a means of providing them with the openness of mind and emotion called for in this new area. The training program was designed to convey a clear sense of the curriculum objectives to the coordinators with the intent that the coordinators would thereby experience a sense of understanding the scope and nature of these objectives. Twenty-one indicated their reaction to their new assignment to be positive or enthusiastic.

The coordinators were asked to evaluate six program objectives on the basis of their experience. In all cases more than 10 of the 22 respondents indicated that the objective was explicitly presented, and in no case did less than 19 of the 22 coordinators indicate the objective was less than implicitly presented. The number reporting a clear, understanding grasp of each of the objectives ranged from 13 to 21. Only three objectives were reported not to be satisfactorily understood, the range going from 1 to 3.

Curriculum discussion and sensitivity training took place in small group workshops of approximately 12 people. When asked for an overall evaluation of the value of these group workshops, eleven coordinators felt them to be of great value, nine felt them to be of some value, and two of the twenty-two said they were of little value.

In considering some of the areas of discussion included in the workshop sessions, over 68 per cent of the coordinators reported too little discussion of curriculum content, teaching methods, and administrative and implementation problems. The three particular strengths of the workshop sessions appeared to be:

1. Self-confidence developed through the mutual discussion of ideas and feelings.

2. Self understanding and a sympathetic understanding of the ideas and feelings of others generated through discussions.

3. Development of useful familiarity with the technique of role playing and group leadership.

District Coordinator's Second Questionnaire* -

A second coordinator's questionnaire was prepared, the purpose of which was to secure data on selected aspects dealing with the implementation of the new program in the schools. The questionnaire was brief and dealt with the manner in which the new subject matter was being introduced to the pupils, the instructional outcomes expected, and the extent to which the program was implemented.

Methods of implementing the program varied from district to district and from school to school in response to local needs. Some districts presented the curriculum materials in a classroom situation where these materials were identified specifically as units or materials in Family Living Including Sex Education.

Of the 30 district coordinators responding, one representing each of 30 districts, 7 indicated that Family Living Programs were not being implemented in their districts. Of these 7, most reported that implementation would begin in September, 1968. Of the 23 remaining coordinators, 10 reported programs employing Family Living Curriculum materials identified as such, 5 reported programs where such materials were used by incorporating them into the general curriculum without specific identification, and 8 reported programs employing a combination of the two methods in introducing the new materials.

District Coordinators were asked to indicate the type of instructional outcome expected from the methods of curriculum implementation in their districts. Four outcome areas were presented as possible choices and a coordinator could check any number of these outcomes he felt might eventuate from the program implemented in his district. Of a total of 92 possible responses,30 were associated with expected outcomes in the area of developing healthy attitudes to family life and sexuality. This was clearly the most frequently expected outcome. Teaching specific anatomical and physiological processes and teaching the proper terminology for body parts were respectively chosen 21 and 23 times, while Guidance as an expected outcome was chosen 15 times.

District coordinators were also asked to indicate how many actual individual classes had received instruction using the materials of the preliminary curriculum in Family Living as of May 1, 1968.

When the 30 coordinators were asked to categorize the number of Family Living classes operating in academic and vocational high school programs in grades 8 and 11, 9 of the 30 responded that Family Living classes were operating in academic high school programs. The median number of classes reported was 9 with a range of 1 to 15. Of these 31 classes operating, 6 coordinators reported all girl classes and 5 reported all boy classes. Five of the 30 coordinators indicated that

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* A copy of the second questionnaire, dated May 1968, is in the Appendix B.

Family living classes were operating in vocational high school programs in grades 8 and 11. The median number of classes reported operating in the vocational high school grade 8 and 11 programs was 6, with a range of from 1 to 10 classes.

In brief, the district coordinators responses indicated that 23 of the 30 districts had moved toward implementation of Family Living instructional programs as of May 1 in the 1967-68 school year. The most frequently reported type of program employed Family Living curriculum materials where they were specifically identified as such and employed in separate teaching activities. In the remaining 7 districts, plans exist for early implementation in 1968-69. Follow-up should take place to determine the exact nature of this implementation. When asked to indicate the instructional outcome expected from the programs implemented, the coordinators indicated the development of healthy attitudes to family life and sexuality as the most frequently expected outcome and guidance as the least expected outcome. This may suggest that future guidelines for curriculum implementation place heavier emphasis on specific teaching activities geared toward healthy attitudinal development.

Teacher Feedback Questionnaire*

The following description of the teachers responses will begin with a brief survey of their actual classroom experience in implementing the new curriculum. Their use and evaluation of the preliminary curriculum guide, text books, and audio-visual materials will be reported. In addition, the effect of the new program on other instructional areas, on classroom behavior, and on parent-teacher communication will be described. Following this there will be a description of the training the teachers received in anticipation of and in conjunction with the implementation of the program in the schools. Finally, there will be a sketch of the personal and professional backgrounds of the responding teachers. Their reaction to being chosen to teach the new subject area will be reported. The teachers were asked also to report on any training previous to the introduction of the new program which they feel improved their effectiveness in this new area of instruction.

Teachers Sampled - The teachers were sampled randomly from a list of participating teachers. The number and school level distributions of the teachers sampled and those responding are given in Table 5.

Table 5

Sample of Teachers Receiving Feedback Questionnaire

	Elementary Schools	Intermediate Schools	Junior High Schools	Combined I.S. and J.H.S.	Senior High Schools	Total Sample
Number of teachers in sample	47	10	23	33	37	117
Number of teachers responding	31	2	17	19	19	69**
Percent of teachers responding in each school level group	66.0%	20.0%	73.9%	57.6%	51.4%	

** Eight other teacher questionnaires were used but were unidentifiable as to school level.

Over half the teachers responding held licenses in more than one subject area. The two largest groups held licenses in health education and the common branches. There were 26 in each category. The next two largest groups were found in early childhood and home economics. Following these there was an equal distribution in the life sciences, sciences, language arts, nursing education, and social studies. One was recorded in the area of foreign language and one for work with children with retarded mental development. Ten teachers reported teaching experience in both the elementary and secondary schools. Thirty-four teachers reported teaching in the elementary schools for periods ranging from one to 37 years with a median value of 8 years experience. Forty-five teachers claimed secondary school experience ranging from 1 to 38 years. The median was 8 years. In addition 6 teachers had college teaching experience of from 2 to 8 years. Their immediate past teaching background covering the last three years was described by 37 per cent of the teachers as health education and hygiene. Nineteen per cent stated common branches, and the remainder were distributed over the sciences, home economics, language arts, guidance, and early childhood education.

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* A copy of this questionnaire will be found in Appendix B.

In describing their experience of selection for participation in the program, 37 per cent of the teachers said they were volunteers and an equal number stated they were requested. Ten per cent were selected from among volunteers and 14 per cent were chosen by a combination of the above procedures. Their reaction on being assigned to implement the new program was stated to be enthusiastic by 63 per cent and positive by 32 per cent. Four per cent described their reaction as mildly to strongly negative. Finally, the teachers were asked to indicate any training which they found to be a good preparation for teaching Family Living, Including Sex Education, which they received prior to February, 1968. Thirty-six teachers provided answers and these fell into three rough categories. The largest number, 16, cited training or experience directly in the field of Family Living or Sex Education. Included in this group were people specifically trained by recognized agencies as well as those who had made an intensive private study of the area. The second group, 14, was provided by those who related college courses and training received as part of their general and professional education; courses in biology, science, psychology, and sociology, to their teaching of the new curriculum materials in the classroom. The last group, 6, was constituted by those who offered what might be called personal life experiences such as marriage and parenthood.

The teacher's experience in implementing the new program in Family Living, Including Sex Education could be reviewed over the entire term; or as the events of a single day's teaching. The teachers were questioned first in detail about their classroom experiences of the one week immediately preceding the receipt of the questionnaire, and then they were questioned in a more general way concerning their total classroom experiences over the entire past term.

Classroom Implementation - In reporting on the number of minutes devoted each day in the classroom last week to instruction in Family Living, Including Sex Education certain school level patterns emerged. In general the secondary schools reported from 3 to 5 days of instruction for about 45 minutes on each of these days. The elementary schools most often reported either one or two days of instruction lasting about 30 minutes or four to five days instruction for about 10 minutes each day. These patterns seem to reflect differences in the structure of the classes found on these levels. In the elementary schools the same body of pupils are faced by the same teacher over the entire week. If the material is taught as a specific instructional area, a delimited portion of time, in this case about 30 to 40 minutes, would be devoted to Family Living, Including Sex Education on certain days. If the material is integrated within the overall instructional program, the amount of time devoted on any one day would tend to be small and found interspersed over the school day. On the secondary level the instruction would be confined to the period when the teacher faces a particular group of pupils, one period on any given day. In addition, although it might be taught for 5 consecutive days in any week, this may occur over a limited number of weeks, the number of weeks determined by the length assigned to this topic as part of a larger subject area.

The actual inception of instruction varied from school to school. Based on the 77 teacher replies, approximately 25 per cent had begun classroom instruction by the first week in March, 50 per cent by the second week in April, and 75 per cent by the first week in May, 1968. In examining these dates, however, it must be pointed out that frequently the Family Living, Including Sex Education instruction was presented as a unit within the course content of a subject area such as hygiene or health education. The date on which instruction began therefore would indicate its planned place in the term's work devoted to these subjects rather than a tardy beginning.

What was the general achievement level of their participating pupils? In describing their pupils in terms of academic achievement 9 per cent of the teachers described them as above average and 6 per cent said below average. The remaining teachers divided evenly in describing their pupils as average or of mixed achievement levels. Separate instructions for boys and girls was reported by 53 per cent, co-ed instruction by 31 per cent, and 16 per cent did not answer.

The teachers were asked to review their lesson activities in the week prior to their receipt of the questionnaire. The lessons in the curriculum booklet are divided into an overall concept, the contents which define this concept, and suggested learning activities for implementing the lesson. The teachers were asked to rate each of these in terms of their experience during the previous week. The concept for last week's lesson was described as clear and teachable by 54 per cent. The content was rated as practical and relevant by 60 per cent, and 44 per cent said the learning activities were practical. Approximately 22 of the 77 teachers or 28 per cent failed to rate the three sections. In no case did the unqualified negative judgments exceed 5 per cent. Seventy-one teachers reported on the use of a text book by pupils in conjunction with instruction in Family Living, Including Sex Education. The use of no text book was indicated by 73 per cent. Of 77 teachers, 53 per cent said they used audio-visual aids during the course of last weeks lessons. The teachers who used text books and audio-visual aids were asked to evaluate the quality of these tools. Thirty-two per cent said they were excellent, 19 per cent rated them as good, 9 per cent said they were fair, and 40 per cent failed to rate these materials.

The introduction of a new area of instruction produces the necessity for eliminating or telescoping instruction in other areas. The teachers were asked to indicate what they would have taught during the previous week if Family Living, Including Sex Education were not in the curriculum. Fifty-three teachers replied, and their answers were categorized in terms of the instructional area which would have been presented if the new materials were not included in this term's work. Twenty-two teachers said hygiene, including health safety, first aid and free play. Twelve teachers replied general science. Social studies and driver education were each mentioned eight times and the language arts and reading were identified by three teachers. The teachers were asked what had happened to the instruction which would have been given in place of the new curriculum materials. Thirteen per cent of 53 teachers said it was dropped for the term, another 13 per cent said it was rescheduled to another time, and 32 per cent said it had been presented in abbreviated form. The remainder did not reply or gave miscellaneous answers.

The next group of questions were asked in terms of classroom experiences over the term since February 1968. Thirty-one per cent of the 77 teachers said that a discernible change in classroom discipline accompanied instruction in the new area, fifty per cent noted no change, and 19 per cent did not answer. Twenty-four teachers explained their answers. Of these, 17 teachers noticed a high degree of motivation and keen interest by their pupils during instruction in this area. Two teachers stated that initial signs of little interest later changed to a high degree of interest and participation in class discussion. Two teachers noted an increasing awareness of each other on the part of the boys and girls in their class and one reported a most enthusiastic response on the part of the girls in the class. Two teachers claimed there was a more than usual interest and participation by pupils with short attention spans. One teacher reported a great deal of giggling during the instruction.

Classroom instructional time can also be used to train additional teaching staff members by their participation or observation of current practice. When asked whether a student teacher, or other teacher was present while the new material was presented,41 per cent of the teachers responded in the positive. Forty-seven per cent stated they would welcome the presence of such teachers. Twenty-seven per cent were undecided and 5 per cent rejected the practice.

In utilizing the preliminary curriculum guide over the course of the term the teachers were in a position to provide an overall opinion on its merits. Fifty-three per cent of the 77 teachers rated it as good to excellent, 18 per cent as adequate and 14 per cent as poor to very poor. The remainder gave no response. Printed materials for use in the classroom in this area were found to be both available and not readily available by 24 per cent each, and 39 per cent said they were available with effort. The remainder did not reply.

The printed materials available were described as good to excellent by 29 per cent of the teachers, adequate by 10 per cent, and poor to very poor by 6 per cent. Thirty-five per cent reported using none and the remainder gave no reply. Twenty-three per cent of the teachers found audio-visual materials to be readily available and 60 per cent declared them to be available with effort or not readily available. The remainder did not reply.

Of the 60 respondents,the quality of these audio-visual materials were considered good to excellent by 48 per cent, adequate by 22 per cent, poor by 5 per cent,and 25 per cent said they did not use these aids last week.

As a result of the new program 20 per cent of the teachers noted an increase in their personal contacts with parents while 62 per cent recorded no significant change in teacher-parent communication.

Teacher Training

Training programs for teachers were set up in centrally located centers and also at the school district level. Citywide sessions were conducted in Brooklyn at the headquarters of the Board of Education and in Manhattan at the Lenox Hill Hospital. These sessions included discussions of the preliminary curriculum manual, work with parents, sexuality, preparation for marriage, reproduction, pre-marital relationships, abortion, masturbation, and questions raised by teachers, parents, pupils and community leaders. In addition, training sessions were held in the school districts under the supervision of the district Superintendents and district Coordinators. Sessions were conducted by persons who were drawn from the district. These staffs included local doctors, college staff members, district Bureau of Child Guidance personnel, family life consultants, Department of Health staff members, local clergymen and others.

About 62 per cent of the 77 teachers attended four to five citywide training sessions. Forty-one teachers turned in ratings on the quality of the sessions. Of the latter 26 rated these sessions good to excellent, 6 rated them as adequate,and 9 rated the sessions poor to very poor.

Seventy per cent of the teachers participated in the local district training programs. These programs were devised to conform the implementation of the new program to the needs of the local school districts. Their design and implementation was under the supervision of the district superintendent in cooperation with the district coordinator and local school principals. The hours of training received at these local training sessions ranged from 1 to 30 hours with 8 to 10 hours as the modal value reported. The value of these sessions were rated good to excellent by 37 per cent of the teachers, 18 per cent called them adequate, 10 per cent poor and 35 per cent gave no ratings.

Sixty-one teachers provided recommendations and comments on the training they received. The recommendations were categorized and the following distribution emerged. Twenty-five of the teachers expressed a need for demonstration lessons and the integration of the discussions within the framework of a day to day classroom situation. The next largest group suggested the training sessions be composed of teachers dealing with closely related grade levels. The early childhood teachers as an example felt much time was wasted in discussing the problems of the senior high schools. The remaining recommendations were distributed over the need for more medical and psychological experts, smaller groups, a comparison ofthe techniques employed by various schools, and the participation of more male teachers.

Suggestions for areas needing more emphasis in future teacher training were provided by 43 teachers. Five categories received most frequent mention in each case by twenty-five per cent. There were:

1. The need for better and more abundant audio-visual aids and printed materials. In conjunction with this they asked for more intensive training in the pedagogical exploitation of these materials.

2. The need for guidelines and examples in the treatment of sensitive and difficult areas of the curriculum with the limits of discussion more clearly defined.

3. A better grounding in the developmental psychological and physiological aspects of child growth particularly in relation to sexuality.

4. More time devoted to the social, interpersonal, and institutional manifestations of human sexuality as expressed in marriage among various cultures and economic levels.

5. Training and guidance in the skills necessary to find and exploit the resources of libraries, social agencies, and local institutions for materials and assistance in implementing classroom instruction.

Next, in order of frequency were suggestions for more emphasis on dating problems and sexual misconceptions, more time devoted to training and more emphasis on correct and scientific terminology. The remaining suggestions clustered in the areas of more sensitivity training, parental participation, dealing with the teacher's own grade level, demonstration lessons and teacher quality.

The request for suggestions on areas needing less emphasis was answered by 40 per cent of the teachers in a negative sense. In declaring no or none they explained their response as a declaration that no area of discussion should receive less emphasis. In terms of areas for which a positive act of deemphasis was desired the subjects of physiology and anatomy came first with about 25 per cent. The remaining suggestions were thinly scattered over relations with parents, discussion of the curriculum bulletin, morality, methodology, hobbies and clubs, and what were called abstractions.

The comments and observations made by the participating teachers indicated much enthusiasm and interest in the new program. Generally, the teachers felt the program was having a significantly positive influence upon the children in developing wholesome attitudes and correcting misconceptions about family living and sex, and had great potential for further development. The interest and enthusiasm of the children was very noticeable throughout the year. It was noted that the children felt free and more relaxed in talking about sex without getting embarrassed. In many instances they were eager to ask questions and continue discussions with the teacher after class.

Many teachers stated that they found the teaching of Family Living and Sex Education to be a very rewarding experience. Good rapport among pupils and between pupils and the teacher was reported by many teachers. Some teachers emphasized the importance of teaching Sex Education and Family Living in an ethical and sociological context, where emphasis is placed upon the responsibilities of family living. In general, the teachers felt that the parents have accepted the new program and are, in many cases, enthusiastic about it.

Among the shortcomings of the program reported by the teachers was the paucity of printed materials and the inadequacy of curriculum guides. The lack of audio-visual equipment and the shortage of time (some teachers complained that the program was not well integrated into the general curriculum) was also mentioned among the negative aspects of the new program.

In general the teachers agreed that the program was successful in terms of its basic objectives and that it should definitely be continued, indeed expanded, next year.

Summary - A random group of 117 teachers distributed over three school levels, elementary, junior and senior high schools were sampled. A specially constructed questionnaire was sent to them.

It was found that the actual inception of instruction varied from school to school. Based on teachers' replies about 25 per cent began classroom instruction by the first week in March 1968, an additional 25 per cent by the second week in April, and by the first week in May, 1968 a total of 75 per cent of the teachers were involved in classroom instruction. The time devoted to daily instruction in Family Living in any given week varied between school levels and within any given school level on a daily basis according to the method of implementation employed.

In the conduct of the daily lesson, textbooks were used infrequently while audio-visual materials were employed more widely. The audio-visual materials used were rated favorably by a larger number of teachers than were the available printed materials. A majority, about 55 per cent, rated the curriculum booklet favorably on the basis of their classroom experiences.

The effect of the introduction of the new curriculum on other areas of instruction was in the direction of an abbreviation, rather than replacement, of previously taught content. The topics most often affected were found in hygiene, health safety, and first aid.

About a third of the teachers noted a discernible change in classroom behavior accompanying instruction in the new area. Three-fourths of these teachers described this change as an increase in motivation and classroom participation by pupils. Additionally, changes in the interpersonal relations of pupils were noted as well as increased attention on the part of normally less attentive pupils.

The use of the classroom lesson period as a training time for potential teachers of Family Living, Including Sex Education was reported by about 40 per cent of the teachers

More teachers reported participation at local district training programs, which were designed to conform the implementation of the new program to the needs of the local school districts,than at centrally located sessions. Sixty-one teachers provided recommendations on the training they received. The five categories which received most frequent mention were: the need for guidelines and examples in the treatment of sensitive areas, more training in the use of teaching materials, an increased emphasis on the developmental aspects of child growth with particular reference to sexuality, more time devoted to the social manifestations of sexuality in marriage as found in various cultures, and more training in finding and exploiting the pedagogical resources available for classroom use. Generally, the teachers felt the program was having a significantly positive influence upon the children in developing wholesome attitudes. It operated to correct misconceptions about family living and sex, and had great potential for further development. The teachers felt that parents and pupils have accepted the new program and are, in many cases, enthusiastic about it. In general the teachers agreed that the program was successful in terms of its basic objectives and that it should be definitely continued, indeed expanded, next year.

Appreciation and acknowledgment is noted of the assistance provided by the following staff members of the Bureau of Educational Research in the completion of this report: Elliott Amelkin, Thomas Capone, Larry Frey, Nick Gavales, and Dr. Neil Lorber.

SUMMARY

The Need and the Program

The New York City school system has recognized the need for more effective family life education, including sex education. This need has been intensified by recent social changes, increased urbanization and evolving personal values.

Parents have felt the need for help in giving their children guidance in these matters in the home, and physicians and clergymen have urged the schools to assist in this aspect of education.

The growing body of knowledge about human development, human behavior and family life requires that the schools increase such training. The expanding knowledge must be embodied in new printed and audiovisual instructional materials, and teachers and supervisors must receive additional relevant training.

In order to meet the educational needs, the New York City school system has begun the development of a new curriculum in family living including sex education. An initial cadre of teachers and supervisors has been selected, and training courses established. Parents and community groups have been oriented, and their help obtained in defining and developing the program. The process of selecting and creating suitable books, audiovisual aids and other resource materials has been begun.

The new curriculum is designed to help each child grow in the aspects of wholesome living related to being a good family member. It is planned to help children understand the physical changes which take place in their bodies and the effect of these changes on total growth. The course of study will discuss children's problems in relation to sexuality with frankness and sensitivity, stressing a wholesome attitude toward sex, using proper terminology and answering children's questions accurately and understandably. The curriculum also aims to help children acquire a background of ideals, standards, and attitudes which will be of value to them in the development of interpersonal relations and in building their future life.

Methods and Procedures

Program Development - In school year 1967-1968 a total of 31,000 pupils in grades Pre-K to 12 were involved in the program. Systematic instruction was given to pupils in 110 schools, and pilot classes were conducted in 55 additional schools. A total of 360 classroom teachers participated.

Thirty-two coordinators of Family Living worked under the supervision of the district superintendent to coordinate the program. The implementation of the program was assisted by representatives of various bureaus of the Board of Education, the citywide Advisory Council and local councils.

A comprehensive training program was instituted for teachers and supervisors. The various sessions conducted have been outlined in the main body of the report.

Program Evaluation - Observations and judgments of participating personnel were used in gathering evidence concerning the effectiveness of the program. Specially constructed questionnaires were completed by all district superintendents and district coordinators and by a random sample of principals and teachers.

Outcomes with respect to pupil attitudes were assessed by means of three instruments: a pupil attitude questionnaire for grades 6-12, a teacher questionnaire for grades 6-12, and a teacher questionnaire for grades K-5. Both teacher questionnaires concerned teacher estimates of pupil attitudes. The three instruments were specially developed and analyzed for reliability and validity.

Work on experimental editions of an achievement test designed to measure pupil knowledge of curriculum content was begun in May, 1968. An organized system for obtaining tentative items from participating teachers was instituted. The items obtained are being edited and composed into pilot test forms for try-out, analysis and revision. The results found through the use of the various instruments except the achievement test are summarized below, beginning with the findings concerning pupil attitudes.

Results

Pupil Attitudes - The sample involved in the evaluation of pupil attitudes consisted of 446 subjects, 259 girls and 187 boys, in 7 sixth grade classes, 5 eighth grade classes and 8 eleventh grade classes. The teacher sample consisted of two types: one group comprised 17 teachers who were given the questionnaires in person; a second group comprised 23 teachers, 11 teachers from grades K-5 and 12 teachers from grades 6-12, who were mailed questionnaires. All told, 11 schools (four elementary schools, three junior high schools, and four senior high schools) were involved in the student sampling. These schools are representative of public schools in New York City in specified categories such as: special service schools, sex, format of curriculum, and other related categories.

The curriculum was based on the preliminary curriculum guide to Family Living, Including Sex Education, which was prepared in the summer of 1967.

In the absence of any available measures, questionnaires were specially developed for the purpose of evaluating attitudinal outcomes in relation to the program objectives. Three instruments were developed: a pupil questionnaire for grades 6-12, a teacher questionnaire for grades 6-12, and a second teacher questionnaire for grades K-5. The split-half coefficient, Spearman Brown formula, was used as the measure of reliability. In general, the reliability coefficients for the three instruments ranged from .71 to .94, which suggests a fairly high estimate of internal consistency. The estimate of validity for the pupil questionnaire, grades 6-12, was a concurrent type of validity involving teacher ratings obtained from the teacher questionnaire, grades 6-12, as the criterion of comparison.

Pupil attitudes were measured in terms of graphic comparisons (see Figures 1-3) made between teacher - pupil modal response profiles with respect to 12 multiple-choice questionnaire items. For the graphic modal response pattern comparisons, both pupil and teacher responses were used. When the findings of the sixth, eighth, and eleventh grades are seen as a whole, it can be stated that the majority of teachers and students are in fairly close agreement as to the ways in which most of the students view the curriculum. Perhaps even more noteworthy is the fact that student attitudinal outcomes are predominantly of a favorable quality.

Comparisons of mean scores on the pupil questionnaire and the teacher questionnaire were made in further study of pupil attitudes. The statistical significance of the comparisons was determined by means of the "t" test. Statistically significant differences were found between the mean scores for grades 6 and 8 and for grades 6 and 11, which indicates that the attitudes of sixth grade pupils to the program objectives are more favorable than those of the eighth and eleventh grade pupils. This finding may be attributable, in part, to the fact that sixth graders received 75 minutes of instruction per week, whereas eighth and eleventh graders usually received 40 minutes of instruction per week. Moreover, sixth grade pupils spend the entire school day with their homeroom teacher, whereas eighth and eleventh grade students typically spend one or two class periods a week with their teacher for instruction in this curriculum.

A statistically significant difference was also found between the mean scores for grades 8 and 11, indicating that the attitudes of the eighth grade pupils to the program objectives are more favorable than those of the eleventh grade pupils. This finding may reflect a more individualistic, differentiated way of thinking about sex on the part of the eleventh grade students.

Again, a statistically significant difference was found between the mean scores of boys and girls for grade 11, which suggests that the attitudes of the girls to the program objectives are more favorable than those of the boys. This finding may reflect a greater ego involvement in the curriculum on the part of the girls, particularly in relation to such topics as : readiness for marriage, having the right partner, building a successful marriage, being in love, and the like.

No statistically significant difference was found between the mean scores of two groups of eleventh grade boys, for one of which the format of the curriculum was specifically identified as Family Living, Including Sex Education, and the other, where it was not. This finding suggests that the format of the curriculum for eleventh grade males is not crucial in differentiating among their attitudinal outcomes. Although based on a small sub sample, this finding may have relevance to the structure and format of future curriculum planning for eleventh grade male students.

No statistical significance was found between the mean scores of 12 teachers from grades 6-12 to whom the teacher questionnaire was mailed and 20 teachers from grades 6-12 to whom the teacher questionnaire was personally administered. This result suggests that the method of administration of the teacher questionnaire is not a significant factor in differentiating between their perceptions of class attitudinal outcomes.

Supervisory and Instructional Personnel

District Superintendents' Questionnaire - The superintendents reported that 106 schools were involved in providing instruction in The Family Living, Including Sex Education program. Of these, only 3 districts reported that no actual classroom instruction had as yet been implemented, although teachers had been selected and were attending in-service training courses. The number of schools per district where pupil instruction in Family Living was being provided varied from 1 to 16 with a median of 7 schools. A large majority of the superintendents were in favor of either expanding the program or continuing the program. Although a precise account of the community reactions to the program could not be taken at the present time over 50 per cent of the respondents judged the community reaction as very favorable and 45.5 per cent judged it to be at least favorable. Over half of the respondents reported that they received strong support from the community. Nevertheless a significant minority indicated that the support was not particularly strong. The superintendents also felt that parent-school relationships had increased.

The superintendents generally agreed that the reactions of other participating district personnel to the new program ranged from favorable to very favorable. However, there were some instances of a lukewarm and indifferent attitude toward the new program.

Over half of the superintendents reported that the introduction of the program had had no significant effect on other instructional priorities, while about 14 per cent indicated that it had a favorable effect, and an equal percentage reported a negative effect on other instructional priorities.

According to most of the superintendents the program had a positive effect in increasing teacher's sensitivity to pupil needs and parental needs, and sensitivity to community needs. Ninety-five per cent of the district superintendents reported that their teachers participated in The Central Training Program. Ninety-one per cent of the respondents preferred the local district training programs to the out-of-district training programs.

The primary recommendation made by the superintendents for strengthening the program was to continue and enlarge the training programs for the participating staff, including teachers and supervisors. The importance of visual aid materials was also stressed by many of the respondents. A number of superintendents expressed the need for training programs for parents, administered by trained personnel.

School Principals Questionnaires - The principals reported that various methods were used to recruit teachers for the new program. Many principals selected the teachers themselves, some asked for volunteers and a few relied upon recommendations made by other staff members. Two types of training centers, central and local, were instituted for the professional teaching staff. Less than half of the principals stated a preference for the local district programs, while slightly over 50 per cent declared a preference for the use of both the local and central programs. With respect to post-training assignments, most of the principals stated that their teachers actually engaged in instruction in the new program, while over 25 per cent indicated that their teachers had not yeat engaged in instruction during the current term. Most of the principals considered the training provided for teachers to be adequate although over half felt that more training was needed.

With regard to implementation of the new curriculum, less than half of the principals indicated that their school policy was to identify the area of study as Family Living, Including Sex Education. Only 9.3 per cent indicated the exclusive use of the integrated method (incorporating materials into other curriculum areas), while about 20 per cent declared that both methods were used simultaneously.

Over 70 per cent of the respondents concluded that pupil reaction to the new program was at least favorable, many stating that it was indeed enthusiastic. There were no reports of any hostile reactions, although a small percentage of pupils were indifferent. The general parental reaction to the program was favorable. As a measure of the successful acceptance of the program by the community, the principals reported an encouraging number of incidents where members of the community requested continued or expanded instruction in this area. Most of the principals felt that the community accepted the school as an appropriate agency for instruction in Family Living, Including Sex Education. Although many principals indicated that communication between the community and the schools had increased, over 50 per cent detected no change in community participation. Many of the schools indicated an intention to foster parental involvement in implementing the new program through the formation of parent groups and, in many instances, have already begun doing so.

With regard to district-wide programs, close to three-fourths of the principals indicated involvement in such a plan to effect implementation of the new program. An overwhelming majority of principals stated that they plan to continue, and in many cases, to expand the program during the coming year.

Among the recommendations made by the principals for strengthening the program were improving the teacher-training program, developing more and better teaching materials, soliciting more active participation by the community, and expanding the program to include all grade levels, and eventually all schools.

First District Coordinator's Questionnaire - Each school district provided a coordinator for Family Living, Including Sex Education. In conjunction with school principals, the coordinators assumed the responsibility for coordinating all activities associated with the implementation of the program within their respective districts. As of February 1, 1968 each coordinator had received a total of 90 hours of specialized training.

The training program for district coordinators held at the Postgraduate Center for Mental Health included a battery of group aims. Therapists worked to sensitize the coordinators to their own and others' feelings and attitudes in the area of family living and sexuality as a means of providing them with the openness of mind and emotion called for in this new area. The training program was designed to convey a clear sense of the curriculum objectives to the coordinators with the intent thst the coordinators would thereby understand the scope and nature of the objectives.

The coordinators were asked to evaluate six program objectives on the basis of their own experience. For all six objectives a majority of the coordinators indicated that the objective was explicitly presented. The number reporting a clear understanding of each of the objectives ranged from 13 to 21. Only three objectives were reported not to be satisfactorily understood, and by only a few coordinators, three or fewer.

Curriculum discussion and sensitivity training took place in small group workshops of approximately 12 people. When asked for an overall evaluation of the value of these group workshops, eleven coordinators felt them to be of great value, nine felt them to be of some value, and two of the twenty-two said they were of little value.

In considering some of the areas of discussion included in the workshop sessions, over 68 per cent of the coordinators reported too little discussion of curriculum content, teaching methods, and administrative and implementation problems. The three particular strengths of the workshop sessions appeared to be:

1. Self-confidence developed through the mutual discussion of ideas and feelings.

2. Self understanding and a sympathetic understanding of the ideas and feelings of others generated through discussions.

3. Development of useful familiarity with the technique of role playing and group leadership.

Some recommendations for improving the workshop sessions were as follows:

1. The leaders should be more familiar with Board of Education policies and directives.

2. Leaders and participants should rotate.

3. Sessions should have specific topics for discussion.

The coordinators were asked to describe their state of preparation for adequately explaining and interpreting the contents of the preliminary curriculum guide. The most frequent description given was "adequately prepared."

The primary aim of the training provided was the actual implementation of the new program in the coordinators' own school districts. About half the coordinators expected teacher training to be a serious problem; almost as many agreed that this would be somewhat of a problem.

When asked to evaluate the adequacy of the printed curriculum materials provided for the program, approximately two-thirds of the coordinators rated them good to excellent. As to their expressed judgments on the adequacy of the audiovisual materials, half rated them good to excellent and half rated them poor to adequate.

In commenting on anticipated problems, some coordinators stated that greater efforts were needed to involve parents, and that problems would be more serious at the higher than at the lower grade levels. When the coordinators were asked to state the major criteria by which they would evaluate the effectiveness of the implementation of the program, the largest number of responses (twenty-two) were devoted to pupil outcomes in terms of increased knowledge, healthier attitudes to family life and sexuality, the degree of pupil participation in closed and group discussions, and the development of values.

Second District Coordinator Questionnaire - The district coordinators' responses indicated that 23 of the 30 districts have moved toward implementation of Family Living instructional programs during the 1967-68 school year. The most frequently reported type of program employed Family Living curri-

and implementation problems. The three particular strengths of the workshop sessions appeared to be:

1. Self-confidence developed through the mutual discussion of ideas and feelings.

2. Self understanding and a sympathetic understanding of the ideas and feelings of others generated through discussions.

3. Development of useful familiarity with the technique of role playing and group leadership.

Some recommendations for improving the workshop sessions were as follows:

1. The leaders should be more familiar with Board of Education policies and directives.

2. Leaders and participants should rotate.

3. Sessions should have specific topics for discussion.

The coordinators were asked to describe their state of preparation for adequately explaining and interpreting the contents of the preliminary curriculum guide. The most frequent description given was "adequately prepared."

The primary aim of the training provided was the actual implementation of the new program in the coordinators' own school districts. About half the coordinators expected teacher training to be a serious problem; almost as many agreed that this would be somewhat of a problem.

When asked to evaluate the adequacy of the printed curriculum materials provided for the program, approximately two-thirds of the coordinators rated them good to excellent. As to their expressed judgments on the adequacy of the audiovisual materials, half rated them good to excellent and half rated them poor to adequate.

In commenting on anticipated problems, some coordinators stated that greater efforts were needed to involve parents, and that problems would be more serious at the higher than at the lower grade levels. When the coordinators were asked to state the major criteria by which they would evaluate the effectiveness of the implementation of the program, the largest number of responses (twenty-two) were devoted to pupil outcomes in terms of increased knowledge, healthier attitudes to family life and sexuality, the degree of pupil participation in closed and group discussions, and the development of values.

Second District Coordinator Questionnaire - The district coordinators' responses indicated that 23 of the 30 districts have moved toward implementation of Family Living instructional programs during the 1967-68 school year. The most frequently reported type of program employed Family Living curriculum materials, specifically identified and employed in separate teaching activities. In the remaining 7 districts plans exist for early implementation in 1968-69. Follow-up will take place to determine the exact nature of this implementation.

When asked to indicate the instructional outcome expected from the programs, the coordinators indicated the development of healthy attitudes to family life and sexuality as the most frequently expected outcome, and guidance as the least expected outcome. This suggests that future guidelines for curriculum implementation place heavier emphasis on specific teaching activities geared toward healthy attitudinal development.

At the 8th and 11th grade levels the coordinators more frequently reported programs operating in academic programs than in vocational programs. Moreover, it would seem that when programs exist in both vocational and academic settings there tend to be more classes operating in the academic settings. This suggests the need to encourage program development in vocational settings. The data available also indicate that in both vocational and academic settings the majority of Family Living instructional classes tend to be either all boy or all girl. Increased co-educational classes should be considered in terms of efficacy in achieving program goals.

The Teacher-Feedback Questionnaire - The teachers indicated that the actual inception of instruction varied from school to school. About 25 per cent of the teachers had begun classroom instruction by the first week in March 1968. An additional 25 per cent had begun by the second week in April, and by the first week in May 1968, 75 per cent of the teachers were involved in classroom instruction. The time devoted to daily instruction in Family Living in any given week varied between school levels, and within any given school level varied according to the method of implementation employed.

In the conduct of the daily lesson, textbooks were used infrequently, while audiovisual materials were employed more widely. The audiovisual materials used were rated favorably by a larger number of teachers than were the available printed materials. A majority, about 55 per cent, rated the curriculum booklet favorably on the basis of their classroom experiences.

The effect of the introduction of the new curriculum on other areas of instruction was in the direction of an abbreviation, rather than replacement, of previously taught content. The topics most often affected were in hygiene, health safety, and first aid.

About a third of the teachers noted a discernible change in classroom behavior accompanying instruction in the new area. Three-fourths of these teachers described this change as an increase in motivation and classroom participation by pupils. Additionally, changes in the interpersonal relations of pupils were noted, as well as increased attention on the part of normally less attentive pupils.

The use of the classroom lesson period as a training time for potential teachers of Family Living, Including Sex Education was reported by about 40 per cent of the teachers.

A majority of teachers reported participation in local district training programs, rather than in central sessions. The local programs were specially designed to gear the implementation to the needs of the local districts. Sixty-one teachers provided recommendations on the training they received.

The five categories which received most frequent mention were: the need for guidelines and examples in the treatment of sensitive areas; more training in the use of teaching materials; an increased emphasis on the developmental aspects of child growth with particular reference to sexuality; more time devoted to the social manifestations of sexuality in marriage as found in various cultures; more training in finding and exploiting the pedagogical resources available for classroom use. Generally, the teachers felt that the program was having a significantly positive influence upon the children in developing wholesome attitudes. It operated to correct misconceptions about family living and sex, and had great potential for further development. The teachers felt that parents and pupils have accepted the new program and are, in many cases, enthusiastic about it. In general, the teachers agreed that the program was successful in terms of its basic objectives, and that it should definitely be continued, indeed expanded, next year.

Recommendations - Teachers

The program in Family Living, Including Sex Education should be continued and expanded.

The role of the district coordinator is valuable, and more time should be made available to the district coordinator to devote to Family Living, Including Sex Education.

Special instructional materials, especially audiovisual materials, are needed and are valuable in instruction in Family Living and Sex Education. Considerable additional work remains to be done in designing and producing such materials.

The In-service training of teachers and supervisors in Family Living, Including Sex Education is valuable and should be contined and expanded. Increasing emphasis should be placed on training at the local district level.

Instruction in Family Living and Sex Education has a desirable effect on pupil attitudes. There is a need for a long range program to develop scientifically valid and reliable measures of pupil attitudes in this area.

An achievement test designed to measure pupil knowledge in the area of Family Living, Including Sex Education will be a valuable instrument for the measurement of pupil outcomes in this curriculum area.

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APPENDIX

The appendix, consisting of evaluation instruments, appears in the following order:

APPENDIX A - Copies of instruments utilized with selected pupils and teachers of the New York City Public Schools, Feb. - June,1968

APPENDIX B - Copies of instruments utilized with the professional staff of the New York City Board of Education, Feb. - June,1968

APPENDIX A

1. Teacher Questionnaire (6-12)
2. Teacher Questionnaire (K-5)
3. Pupil Questionnaire (6-12) *

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*These instruments were prepared by Drs. Allan J. Schneider, George Forlano, and approved by Assistant Superintendent Helene M. Lloyd.

(44)
P.N. 22-631
6/68
6-12

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

District____________ School______________ Class_________ Date________

TEACHER QUESTIONNAIRE

FAMILY LIVING, INCLUDING SEX EDUCATION

A teacher questionnaire and a pupil questionnaire have been developed in order to obtain reactions to the Family Living, Including Sex Education.

The questions on the next few pages comprising the teacher questionnaire are derived from the main objectives of the Family Living, Including Sex Education Program, the program which your class is participating in this Spring term.

A pupil questionnaire is being given to your class to determine pupil reactions to each of the program objectives. Through your questionnaire, we would also like to obtain your reaction as to how you think the majority of the class feels about each of these objectives. It is important that your answers reflect what you believe to be the class' feelings as a group toward each question.

It is recognized that class reactions to a program of this nature will vary with time, pupil maturity, and other factors. It is understandable, therefore, that your appraisal of the class' feelings to these questions may vary from question to question.

This is not a test situation. There are no right or wrong answers to these questions but it is important that your answers be candid. Your responses will be combined with other teacher evaluations on a city-wide basis. The data will then be used for statistical purposes.

DIRECTIONS

The series of questions below comprise the pupil questionnaire currently being given to your class. The questions are worded specifically for the students themselves to answer. However, we would also like to get your reaction as to how you think the majority of the class feels about each of these questions. To do this effectively, please answer these questions as seen through the eyes of your class as a group. In other words, it is important that your answers reflect what you believe to be the class' feelings toward each question. For some of these questions, such as question 3, we would also like you to give reasons for your answer.

Put a check (✓) next to what you think is the one best answer to each question.

1. How do you think your questions in class on Family Living, Including Sex Education were answered?

______A. Very Good
______B. Good
______C. Fair
______D. Not Good
______E. Very Poor

2. How many of your questions on Family Living, Including Sex Education were you able to talk about freely in class?

______A. All
______B. Most
______C. Some yes, some no
______D. Few
______E. None

3. Has the classwork in Family Living, Including Sex Education helped you understand yourself better in any way?

______A. Yes, very much

______B. Yes, much

______C. Sometimes yes, sometimes no

______D. No, not much

______E. No, not at all

3. (a) Please tell us some of the reasons for your answer on the lines below.

____

____

____

4. How much, if any, has the classwork in Family Living, Including Sex Education helped you to get along better with other boys and girls?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

4. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

5. In how many other ways, if any, has the classwork in Family Living, Including Sex Education been helpful to you?

______A. Very many

______B. Many

______C. Some

______D. Not many

______E. None at all

5. (a) On the lines below, please explain some of the reasons for your answer.

____

____

____

6. How much more, if any, do you think you now understand your family?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

6. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

7. How much more willing are you now to talk with your parents about yourself and your friends?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

7. (a) On the lines below, please tell us some of the reasons as to why you chose your answer.

____

____

____

8. How much easier it is now, if any, to understand and use the correct words to talk about the different parts of the body?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

8. (a) On the lines below, please explain some of the reasons for your answer.

____

____

____

9. How well do you think you now understand the physical changes that take place in your body as you grow older.

______A. Very well

______B. Fairly well

______C. Sometimes well, sometimes not well

______D. Not so well

______E. Not at all

10. Would you like to continue classwork in Family Living, Including Sex Education next term?

______A. Yes

______B. No

______C. Don't know

10. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

11. Do you think your friends would like to take classwork in Family Living, Including Sex Education?

______A. Yes

______B. No

______C. Don't know

11. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

12. How has the classwork in Family Living, Including Sex Education been for you?

______A. Excellent

______B. Good

______C. Fair

______D. Poor

______E. Very poor

12. (a) Please tell us in your own words how we can improve the classwork in Family Living, Including Sex Education.

____

____

____

13. Please tell us the things you liked and did not like about the classwork in Family Living, Including Sex Education.

13. (a) Liked:______________________________

____

13 (b) Did not like:______________________________

____

14. We would appreciate any comments or criticisms you may have concerning (1) ways of improving the Family Living, Including Sex Education Program and (2) this questionnaire.

Program:______________________________

____

____

Questionnaire:______________________________

____

____

15. In some schools classwork in Family Living, Including Sex Education is being taught as part of other lessons in English, Social Studies, Health Education, and Guidance. For purposes of this questionnaire, this approach is called Procedure "A". In other schools, the classwork is being taught in lessons called Family Living, Including Sex Education. This approach is called Procedure "B". Would you please indicate which approach(s) you are currently using.

______A. Procedure "A"

______B. Procedure "B"

______C. Procedure "A" and "B" Combined.

THANK YOU FOR YOUR HELP AND COOPERATION

(57)
P.N. 22-631
6/68
K-5

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

District ________ School ________ Class _______ Date _______

TEACHER QUESTIONNAIRE
FAMILY LIVING INCLUDING SEX EDUCATION

We appreciate your cooperation in giving us the benefit of your judgment with respect to the various items contained in this questionnaire. These questions are derived from the main objectives of the Family Living, Including Sex Education Program, the program which your class is participating in this Spring term.

We would like to know how you think the majority of the class feels about the classwork in Family Living, Including Sex Education. It is important that your answers reflect what you believe to be the feelings of most of the pupils as a group toward each question.

It is recognized that class reactions to a program of this nature will vary with time, pupil maturity, and other factors. It is understandable, therefore, that your appraisal of the class' feelings to these questions will vary from question to question.

This is not a test situation. There are no right or wrong answers to these questions but it is important that your answers be candid. Your responses will be combined with other teacher reactions on a city-wide basis. The data will then be used for statistical purposes.

DIRECTIONS

We would like to get your reaction as to how you think the majority of your class feels about each of the questions below. To do this effectively, please answer these questions as seen through the eyes of your class as a group. In other words, it is important that your answers reflect what you believe to be the class' feelings toward each question. For some of these questions, such as question 3, we would also like you to give reasons for your answer.

Put a check (✓) next to what you think is the one best answer to each question.

1. In general, how do you think the class feels their questions on Family Living, Including Sex Education were answered?

    ______A. Very Good

    ______B. Good

    ______C. Fair

    ______D. Not Good

    ______E. Very poor

2. How many of the class' questions on Family Living, Including Sex Education do you think they feel they were able to talk about freely in class?

    ______A. All

    ______B. Most

    ______C. Some yes, some no

    ______D. Few

    ______E. None

3. On the whole, do you think the class feels that the classwork in Family Living, Including Sex Education, has helped them to understand themselves better in any way?

______A. Yes, very much

______B. Yes, much

______C. Sometimes yes, sometimes no

______D. No, not much

______E. No, not at all

3. (a) Please tell us some of the reasons for your answer on the lines below.

____

____

____

____

4. How much, if any, do you believe the class feels the classwork in Family Living, Including Sex Education has helped them to get along better with other boys and girls?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

4. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

5. In how many other ways, if any, do you believe the class feels the classwork in Family Living, Including Sex Education has been helpful to them?

______A. Very many

______B. Many

______C. Some

______D. Not many

______E. None at all

5. (a) On the lines below, please explain some of the reasons for your answer.

____

____

____

____

6. As far as you can judge, how much more, if any, do you think the pupils feel they now understand their families?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

6. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

____

7. Similarly, how much more willing do you think the pupils are now to talk with their parents about themselves and their friends?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

7. (a) On the lines below, please tell us some of the reasons as to why you chose your answer.

8. How much easier, if any, do you think the class now finds it to understand and use the correct words to talk about the different parts of the body?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

8. (a) On the lines below, please explain some of the reasons for your answer.

9. How well do you think the class feels they now understand the physical changes that take place in the body as they grow older?

______A. Very well

______B. Fairly well

______C. Sometimes well, sometimes not well

______D. Not so well

______E. Not at all

10. As far as you can judge, do you believe the majority of the class feels they would like to continue classwork in Family Living, Including Sex Education next term?

______A. Yes

______B. No

______C. Don't know

10. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

____

11. Similarly, do you believe the majority of the class feels that their friends would like to take classwork in Family Living, Including Sex Education?

______A. Yes

______B. No

______C. Don't know

11. (a) Please give us some of the reasons for your answer on the lines below.

____

____

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____

12. On the whole, how do you think the class feels the classwork in Family Living, Including Sex Education has been for them?

______A. Excellent

______B. Good

______C. Fair

______D. Poor

______E. Very poor

12. (a) How do you think the class feels the classwork in Family Living, Including Sex Education may be improved?

____

____

____

____

13. Please tell us the things you think the class feels they liked and did not like about the classwork in Family Living, Including Sex Education?

13. (a) Liked: ______________________________

____

____

____

13. (b) Did not like: ______________________________

____

____

____

14. We would appreciate any comments or criticisms you may have concerning (1) ways of improving the Family Living, Including Sex Education Program and (2) this questionnaire.

Program: ______________________________

____

____

Questionnaire: ______________________________

____

____

15. In some schools classwork in Family Living, Including Sex Education is being taught as part of other lessons in English, Social Studies, Health Education, and Guidance. For purposes of this questionnaire, this approach is called Procedure "A". In other schools, the classwork is being taught in lessons called Family Living, Including Sex Education. This approach is called Procedure "B". Would you please indicate which approach(s) you are currently using.

______A. Procedure "A"

______B. Procedure "B"

______C. Procedure "A" and "B" Combined.

THANK YOU FOR YOUR HELP AND COOPERATION

P.N. 22-631
3/68

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

School______________________ Class_______________ Date _______________

WHAT DO YOU THINK ABOUT FAMILY LIVING, INCLUDING SEX EDUCATION?

We have come here today to ask you to help in a study we are doing by giving us your answers to the questions on the next few pages. All of these questions are about the classwork that you are now taking in Family Living, Including Sex Education.

In some classes this classwork is part of other lessons in English, Social Studies, Science, Health Education, and Guidance. In other classes, the classwork is being taught in lessons called Family Living, Including Sex Education. Now that you are taking these lessons we would like to know how you feel about the classwork in Family Living, Including Sex Education.

This is not a test. There are no right or wrong answers to these questions. It is important, however, that you think each question over carefully. Do not put your name on this paper. Each of your answers will be combined with those of students from other classes and schools. Please give your own answer to every question.

Now turn to page 1 for the directions.

DIRECTIONS

I am going to read some questions to you. All of these questions are about the classwork you are now taking in Family Living, Including Sex Education. Please read each question to yourself, as I read them aloud to you. Put a check (✓) next to what you think is the best answer to the question. Remember, you must pick only one answer to each question. For some of these questions, such as question 3, we would also like you to give reasons for your answer.

Look at the sample question below, as I read it to you.

SAMPLE QUESTION:

"Do you enjoy going to your neighborhood library?"

______A. Yes, all the time

______B. Yes, a lot

______C. Sometimes

______D. No, not much

______E. No, not at all

Put a check (✓) next to what you think is the one best answer to each question.

NOW WE ARE READY TO BEGIN

1. How do you think your questions in class on Family Living, Including Sex Education were answered?

______A. Very Good

______B. Good

______C. Fair

______D. Not Good

______E. Very Poor

2. How many of your questions on Family Living, Including Sex Education were you able to talk about freely in class?

______A. All

______B. Most

______C. Some yes, some no

______D. Few

______E. None

3. Has the classwork in Family Living, Including Sex Education, helped you understand yourself better in any way?

______A. Yes, very much

______B. Yes, much

______C. Sometimes yes, sometimes no

______D. No, not much

______E. No, not at all

3. (a) Please tell us some of the reasons for your answer on the lines below.

____

____

____

____

4. How much, if any, has the classwork in Family Living, Including Sex Education helped you to get along better with other boys and girls?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

4. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

____

5. In how many other ways, if any, has the classwork in Family Living, Including Sex Education been helpful to you?

______A. Very many

______B. Many

______C. Some

______D. Not many

______E. None at all

5. (a) On the lines below, please explain some of the reasons for your answer.

____

____

____

____

6. How much more, if any, do you think you now understand your family?

______A. Very much
______B. Much
______C. Some
______D. Not much
______E. Not at all

6. (a) Please give us some of the reasons for your answer on the lines below.

____
____
____
____

7. How much more willing are you now to talk with your parents about yourself and your friends?

______A. Very much
______B. Much
______C. Some
______D. Not much
______E. Not at all

7. (a) On the lines below, please tell us some of the reasons as to why you chose your answer.

____
____
____
____

8. How much easier is it now, if any, to understand and use the correct words to talk about the different parts of the body?

______A. Very much

______B. Much

______C. Some

______D. Not much

______E. Not at all

8. (a) On the lines below, please explain some of the reasons for your answer.

____

____

____

____

9. How well do you think you now understand the physical changes that take place in your body as you grow older.

______A. Very well

______B. Fairly well

______C. Sometimes well, sometimes not well

______D. Not so well

______E. Not at all

10. Would you like to continue classwork in Family Living, Including Sex Education next term?

______A. Yes

______B. No

______C. Don't know

10. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

____

11. Do you think your friends would like to take classwork in Family Living, Including Sex Education?

______A. Yes

______B. No

______C. Don't know

11. (a) Please give us some of the reasons for your answer on the lines below.

____

____

____

____

12. How has the classwork in Family Living, Including Sex Education been for you?

_____A. Excellent

_____B. Good

_____C. Fair

_____D. Poor

_____E. Very poor

12. (a) Please tell us in your own words how we can improve the classwork in Family Living, Including Sex Education.

____

____

____

____

13. Please tell us the things you liked and did not like about the classwork in Family Living, Including Sex Education?

13. (a) Liked:______________________________

____

____

____

13. (b) Did not like:______________________________

____

____

____

THANK YOU FOR YOUR HELP AND COOPERATION

APPENDIX B

1. District Superintendents Questionnaire
2. Principal Questionnaire
3. Coordinator Questionnaire (1)
4. Coordinator Questionnaire (2)
5. Teacher Feed-back Questionnaire

P.N 22-631 June 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

District Superintendent's Questionnaire

* Name____ District____________________

Please check (√) the choice selected or fill in the information requested

1 How many schools in your district are currently involved in providing instruction in Family Living Including Sex Education? ____________

2 What are your intentions concerning instruction in Family Living Including Sex Education for the coming year?

_______a To expand the current program in my district
_______b. To continue the current program in my district
_______c. To cut back on the current program in my district
_______d. To discontinue, if possible, the current program in my district

3 What has been the general reaction of the community your district serves toward the introduction of the program in Family Living Including Sex Education?

_____a Very favorable _____b. Favorable _____c. Lukewarm _____d Indifferent _____e Hostile

4 Has particularly strong support for the new instructional program in your district come from any community sources? Yes_____ No_____

If yes, from whom?____

5 Has any particularly strong criticism against the new instructional program in your district come from any community sources? Yes_____ No_____

If yes, from whom____

6 What has been the general reaction of your staff of supervisors, coordinators, principals, teachers, and para-professionals to the new program in Family Living Including Sex Education?

	Very favorable	Favorable	Lukewarm	Indifferent	Hostile
Principals	A.__________	B ______	C.______	D.________	E.______
Asst Principals	A.__________	B.______	C.______	D.________	E.______
Other Supervisors	A.__________	B.______	C.______	D.________	E.______
Coordinators	A.__________	B.______	C.______	D.________	E.______
Teachers	A.__________	B.______	C.______	D.________	E.______
Para-Professionals	A.__________	B.______	C.______	D.________	E.______

---

* Please return the completed questionnaire to the Bureau of Educational Research in the stamped addressed envelope provided on or before June 21, 1968

7 To what extent has the introduction of the new program in Family Living Including Sex Education affected other instructional priorities within your district?

_______a. It has had a favorable effect
_______b It has had no significant effect.
_______c. It has had a negative effect.

8. To what extent has the introduction of the new program in Family Living Including Sex Education affected relations between parents and schools in your district?

_______a. They have increased, and become more positive.
_______b. They have increased, and become more negative.
_______c. They have increased.
_______d. There has been no significant change.
_______e. They have decreased.

9. To what extent and in what way has the new program and associated training programs affected the quality of the teaching staff within your district? Please check (✓) the most descriptive choice below:

	Increased considerably	Increased	No effect	Decreased	Decreased considerably
Sensitivity to pupil needs	A ________	B.________	C.________	D.______	E.________
Sensitivity to parent needs	A.________	B.________	C.________	D.______	E.________
Sensitivity to community needs	A.________	B.________	C.________	D.______	E.________

10. Has your district conducted a district training program for teachers and other staff members involved in instruction in Family Living Including Sex Education? Yes_______ No_______

11. Did any teacher in your district attend the training programs for teachers in Family Living Including Sex Education conducted outside your school district, such as the Central Training Program for teachers of Family Living Including Sex Education conducted at the Board of Education or Lenox Hill Hospital? Yes_______ No_______

If yes, about how many teachers. ____________

12. Do you think the local district training programs are preferable to the out-of-district training programs? Yes________ No_______

13. If necessary, do you think local district training programs should be dropped in favor of out-of-district training programs? Yes______ No_______

14. May we have your recommendation for strengthening the current program in Family Living Including Sex Education?

____

____

____

P.N. 22-631 June 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

Principal's Questionnaire

*Name________________________ School______________

Please check (√) the choice selected or fill in the information requested.

1. Approximately how many pupils in your school have been enrolled in instruction this term (since February 1968) in classwork in Family Living Including Sex Education? ______________

2. Of those enrolled in classwork in Family Living Including Sex Education what is the percentage breakdown by sex? Male _______ Female _______.

3. What is the average instructional time per week in Family Living Including Sex Education received by a pupil in your school? ______________

4. Some schools have presented the new curriculum materials in a classroom situation where these materials are identified specifically as units or materials in Family Living Including Sex Education. This method has been called "specific identification". Other schools have presented the same materials as a part of the instruction in other curriculum areas or subject classes. This method has been called the "integrated method" of instruction.

   Check the one that applies in your school:

   _____a. Specific identification _____b. Integrated method _____c. Both

   Other (specify) ________________________________

5. What factors entered into your choice of the above method (s) of instruction?

   ____

   ____

6. If your school intends to continue instruction in Family Living Including Sex Education, do you plan to continue the method(s) of instruction you have indicated in question 4 above? Yes _____ No _____ Undecided _____

7. What has been the general reaction of the pupils in your school to the new program in Family Living Including Sex Education?

   _____a. Enthusiastic _____b. Favorable _____c. Indifferent ____d. Hostile

---

*Please return the completed questionnaire to the Bureau of Educational Research in the stamped addressed envelope provided on or before June 21, 1968.

8. In your judgment to what extent has indirect instruction been given to pupils not enrolled in classes in Family Living Including Sex Education by pupils enrolled in such classes?

_____a. Extensively ____b. To a considerable extent
_____c. Some of this has taken place ____d. Very little of this has taken place
_____e. This cannot be determined

9. How many teachers on your staff are directly involved in providing instruction in Family Living Including Sex Education? __________________

10. Which of the following methods did you utilize in the selection of teachers for the new program? If a combination of procedures were used please check those applicable.

_____a. I selected the teachers ____b. I asked for volunteers.
_____c. I asked for recommendations

11. What subject area backgrounds do you prefer for teachers who should teach Family Living Including Sex Education? __________________

12. Did the selected teachers in your school participate in any of the following training programs for teachers of Family Living Including Sex Education?

The city-wide training program for teachers of Family Living Including Sex Education given at either the Hall of the Board of Education or at Lenox Hill Hospital: Yes ____ No ____

A local district training program for teachers of Family Living Including Sex Education given within your school district: Yes ___ No ___

13. What types of training programs do you prefer for your staff?

___a. City-wide Training ___b. Local District Training ___c. Both

14. Have any of the teachers on your staff who received training in the new curriculum not been engaged in instruction this term with pupils?

Yes ____ No ____

15. What is your evaluation of the training provided for teachers of Family Living Including Sex Education?

_____a. Training has been adequate
_____b. Training has been adequate, but more is needed
_____c. Training has been inadequate

16. To what extent has the new program in Family Living Including Sex Education affected communication between parents and school this term?

_____a. It has increased _____b. It has decreased _____ c. No appreciable effect

17. Did your school form a group of parents involved in the implementation of the new program in Family Living Including Sex Education?

Yes _____ No _____

18. To what extent have parents involved themselves in your school's program in Family Living Including Sex Education?

_____a. Interest has been continuing and sustained at a high level
_____b. Interest has been continuing but sustained at a lower level
_____c. Interest was high at first but quickly dropped off
_____d. Interest has been sporadic
_____e. Interest has been low over the period

19. Did your school participate in a district-wide advisory council or in a district group to discuss the new curriculum in Family Living Including Sex Education? Yes _____ No _______

20. What is your judgment of the worth of such district-wide councils or groups?

______a. Excellent ____b. Good _____c. Satisfactory _____d. Fair
______e. Poor

21. What reactions concerning the program have come from parents of pupils in your school? a. Positive ____
____
b. Negative ____
____

22. Do you think the community which your school serves accepts the school as an appropriate agency for providing instruction in Family Living Including Sex Education?

___a. Yes ___b. Yes, with reservation ____c.In general, No. _____d. No

23. How do you think the program in your school this term has affected the view of the community your school serves concerning the place of the school in providing instruction in Family Living Including Sex Education?

____a. The school is increasingly accepted as an agent of such instruction
____b. There has been no appreciable change in attitude toward the school as an agent of such instruction
____c. There has been a decreasing acceptance of the school as an agency for such instruction

24. Have you received any requests to exclude instruction in the area of Family Living Including Sex Education in your school?

____a. Yes, many ____b. Yes, some ____c. Yes, few
____d. Hardly any ____e. None

25. Have you received any requests that such instruction be continued or expanded during the coming year (September 1968)?

____a. Yes, many ____b. Yes, some ____c. Yes, few
____d. Hardly any ____e. None

26. What are your intentions concerning instruction in Family Living Including Sex Education for the coming year?

____a. To expand the current program in my school.
____b. To continue the current program in my school.
____c. To cut back on the current program in my school.
____d. To discontinue, if possible, the current program in my school.

27. May we have your recommendations for strengthening the current program in Family Living Including Sex Education?

____

____

____

____

P.N. 22-631
7/68
RET.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

QUESTIONNAIRE FOR DISTRICT COORDINATORS PARTICIPATING IN FAMILY LIVING INCLUDING SEX EDUCATION TRAINING PROGRAM AT THE POST GRADUATE CENTER FOR MENTAL HEALTH

SECTION I

1.0 Information about yourself.

Please do not identify yourself by name. No information will be used to identify any individual.

1.1 Sex: Male_____ Female_____

1.2 Age: 20-30_____

31-40_____

41-50_____

over 50_____

1.3 Marital status:

______ Single

______ Married (includes widowed and divorced)

1.4 Teaching and supervisory license (s) held - Include all, both N.Y.C. and elsewhere:____

____

____

1.5 Years of teaching experience - Include all, both N.Y.C. and elsewhere, public and non-public: Elementary_____ Secondary_____ College_______

Other (specify) ________________________________Total Years________

1.6 In what area of instruction have you been most involved during the past three years:____

SECTION II

2.0 Information about yourself more specifically in relation to the new program in Family Living Including Sex Education.

2.1 Please indicate any special training you received prior to June 1967 which you feel better prepared you for a program in Family Living Including Sex Education:

Courses	I took	I taught	Under-grad.	Grad.	In-service	Other (specify)

Other or additional (please specify) ____________________

____

____

2.2 How were you chosen to participate in the recently completed training program for district coordinators on Family Living Including Sex Education:

Volunteer	Selected from volunteer	Drafted	Other (specify)________
			____________
______	______	______	____________

2.3 What was your reaction when you were asked to act as a coordinator of Family Living Including Sex Education?

Enthusiastic	Positive, but not enthusiastic	Slightly positive	Slightly negative	Strongly negative
______	______	______	______	______

2.4 Did you participate in the development of the new preliminary curriculum in Family Living Including Sex Education (the blue booklet) during 1967?

No________ Yes (specify the extent and nature of your participation).

____

____

2.5 What specific monthly time allotment during school hours has your district superintendent assigned for your work on Family Living Including Sex Education?____

2.6 Do you find this time allotment adequate:

Yes__________ No (specify) ______________________________

____

SECTION III

3.0 Information about the training program for District Coordinators in Family Living Including Sex Education.

Overall program objectives:

The new program in Family Living Including Sex Education encompasses a number of objectives. The recently completed training program (Postgraduate Center for Mental Health) included as one of its goals an increased understanding on your part of the character of these objectives. Based upon your participation in this training program please check below the best description of your present understanding of those objectives listed. (Think in terms of your ability to meaningfully explain these objectives to teachers, parents, and community representatives):

3.1 Objective: "To help each child grow in the aspects of wholesome living relating to being a good family member - with loyalty, love and appreciation of family."

3.1a During the training program this objective was:

Explicitly presented_____ Implicitly presented_____ Not presented_____

3.1b As a result of the training program at Postgraduate Center:

____________	____________	____________	____________
This objective is clear and understandable to me.	This objective is less than clear to me.	This objective is ambiguous to me.	This objective is not at all clear to me.

3.2 Objective: "To help children understand the physical changes that are and will be taking place in their bodies, and the effect of these changes on their total growth."

3.2a During the training program this objective was:

Explicitly presented_____ Implicitly presented_____ Not presented_____

3.2b As a result of the training program at Postgraduate Center:

______	______	______	______
This objective is clear and understandable to me.	This objective is less than clear to me.	This objective is ambiguous to me.	This objective is not at all clear to me.

3.3 Objective: "To help children acquire a background of ideals, standards and attitudes which will be of value to them in the development of interpersonal relations and in building their future life."

3.3a During the training program this objective was:

Explicitly presented______ Implicitly presented_____ Not presented_____

3.3b As a result of the training program at Postgraduate Center:

______	______	______	______
This objective is clear and understandable to me.	This objective is less than clear to me.	This objective is ambiguous to me.	This objective is not at all clear to me.

3.4 Objective: "To help children develop a wholesome attitude toward sex."

3.4a During the training program this objective was:

Explicitly presented______ Implicitly presented______ Not presented___

3.4b As a result of the training program at Postgraduate Center:

______	______	______	______
This objective is clear and understandable to me.	This objective is less than clear to me.	This objective is ambiguous to me.	This objective is not at all clear to me.

3.5 Objective: "To establish the child's use of the proper terminology in reference to the body and its natural processes."

3.5a During the training program this objective was:

Explicitly presented_____ Implicitly presented_____ Not presented______

3.5b As a result of the training program at Postgraduate Center:

______	______	______	______
This objective is clear and understandable to me.	This objective is less than clear to me.	This objective is ambiguous to me.	This objective is not at all clear to me.

3.6 Objective: "To provide correct, understandable, frank and sensitive answers to childrens questions on topics, such as reproduction and sex differences."

3.6a During the training program this objective was:

Explicitly presented______ Implicitly presented_____ Not presented______

3.6b As a result of the training program at Postgraduate Center:

________________	________________	________________	________________
This objective is clear and understandable to me.	This objective is less than clear to me.	This objective is ambiguous to me.	This objective is not at all clear to me.

Any additional comment:____

____

____

Group Workshops

Small group workshops of approximately 12 people (curriculum leaders, sensitivity trainers, coordinators, and religious representatives) met to discuss the curriculum and engage in sensitivity training. These groups generally met in the early morning from 9:00 to 10:30 on Wednesdays. Please answer the questions below based upon your experience in these workshops:

_____ to be of great value.

_____ to be of some value.

3.7 I found the group workshops _____ to be of little value.

_____ to be of no value.

3.8 Briefly list the salient features of the group workshops which prompted your choice in 3.7 above:____

____

____

_____ Should have had longer sessions

3.9 The group workshops _____ were of adequate length.

_____ should have had shorter sessions.

_____ should have been more controlled.

3.10 The group workshops ______were adequately controlled.

______should have been less controlled.

3.11 The group workshops

_____should have had larger groups.

_____were of adequate group size.

_____should have had smaller groups.

Please check (✓), indicating your judgment of the following as problems in the effectiveness of the small group workshops which met from 9:00 to 10:30 on Wednesdays.

	Caused Great Difficulty	Caused Difficulty	Caused Little Difficulty	Caused No Difficulty
3.12 Irregular attendance by participants	_____	_____	_____	_____
3.13 New people entering functioning groups	_____	_____	_____	_____
3.14 The possibility of coordinators being found unsuitable to the program on the basis of their performance in the group workshop.	_____	_____	_____	_____
3.15 The presence of school supervisors as members of the group workshops.	_____	_____	_____	_____

By checking (✓) on the scale below, please indicate your judgment of listed topics of discussion according to your experience in the small group workshops which met from 9:00 to 10:30 on Wednesdays:

	Too Much Discussion	Adequately Discussed	Too Little Discussion
3.16 Ethical values	_____	_____	_____
3.17 Community sensitivity	_____	_____	_____
3.18 Pupil sensitivity	_____	_____	_____
3.19 Teacher sensitivity	_____	_____	_____
3.20 Parental sensitivity	_____	_____	_____
3.21 Religious sensitivity	_____	_____	_____

3.22

	Too Much Discussion	Adequately Discussed	Too Little Discussion
3.22 Family types	______	______	______
3.23 Curriculum content	______	______	______
3.24 Teaching methods	______	______	______
3.25 School administrative and implementation problems.	______	______	______

Any additional problems or comments with respect to the discussions in the small group workshops: ______________________________

____

____

3.26 Do you have any suggestions for improving the effectiveness of the small group workshops: ______________________________

____

____

3.27 My feelings during the initial meetings of the small group workshops could be best described as: (Please check (✓) the appropriate description)

Extremely relaxed ____ Moderately relaxed ____ Moderately anxious ____ Extremely anxious ____

3.28 In general during the last meetings of the small group workshops I attended, my feelings could be best described as:

Extremely relaxed ____ Moderately relaxed ____ Moderately anxious ____ Extremely anxious ____

Combined session

A late morning combined session took place from 10:30 to 12:00 on Wednesdays at the Postgraduate Center for Mental Health. Guest speakers were heard, discussion of the new curriculum took place, and viewpoints and questions were shared.

3.29 Please check below that which best describes your reaction to these sessions:

Excellent______ Good______ Acceptable________ Poor______

3.30 Do you have any suggestions for improving the combined late morning sessions which took place on Wednesday from 10:30 to 12:00 noon: ______________________________

____

Preliminary Curriculum Guide (the blue booklet).

A focal topic in the discussions within the small group workshops and during the combined morning sessions was the curriculum content as presented in the preliminary curriculum guide (the blue booklet). The booklet itself presents the material divided into Scope and Sequence, Contents, and Learning Activities. Please evaluate, according to the 5 point scale below, the contribution the Postgraduate Center training program made to your understanding of each of the indicated 9 divisions of the curriculum material in the booklet:

Place the number representing your judgment in the indicated grade spaces below:

Scale: 1. Very superior 2. Superior 3. Good 4. Poor 5. Very poor

		Grades	
3.31 Scope and Sequence:	Pre-K to 3______	4 to 7 _____	8 to 12 _____
3.32 Contents:	Pre-K to 3______	4 to 7 _____	8 to 12 _____
3.33 Learning Activities	Pre-K to 3______	4 to 7 _____	8 to 12 _____

Please indicate how well prepared you feel to interpret and explain the contents of the preliminary curriculum guide (the blue booklet) to the various groups identified below. Choose the number most descriptive of your state of preparation with respect to each group and place it in the space provided below:

Scale: 1. Very well prepared 2. Adequately prepared 3. Need more preparation 4. Totally unprepared

3.34 Pupils_____ Parents_____ Teachers_____ Principals_____District Superintendent___

SECTION IV

4.0 Information about the implementation in your district of the proposed school program in Family Living Including Sex Education.

On the basis of your familiarity with your school district, please place a check (✓) in the appropriate place to indicate the degree of difficulty you estimate each of the listed items will present in the implementation of this new program in your district.

	This will be a very serious problem.	This will be a serious problem	This will be somewhat of a problem.	This will be no problem.
4.1 Parental sensitivity	____	____	____	____
4.2 Community sensitivity	____	____	____	____
4.3 Pupil sensitivity	____	____	____	____
4.4 Ethnic differences	____	____	____	____
4.5 Socio-Eco. differences	____	____	____	____
4.6 Religious differences	____	____	____	____
4.7 Teacher training	____	____	____	____
4.8 Teacher selection	____	____	____	____
4.9 Present level of pupil knowledge	____	____	____	____
4.10 Scheduling time in school day for teaching new material to pupils	____	____	____	____
4.11 General administrative cooperation	____	____	____	____

4.12 Comments____

____

Please rate by checking (✓) the adequacy of the listed curriculum materials to the needs of your district.

	They are excellent.	They are good.	They are adequate.	They are poor.
4.13 Printed curriculum materials.	____	____	____	____
4.14 Audio-visual materials	____	____	____	____

4.15 Can you think of any other problems which may arise in your district with respect to the implementation of the program in Family Living Including Sex Education:____

____

____

Please suggest three major criteria on the basis of which you would evaluate the effectiveness of this program after the program has been implemented in your district over a period of one year. Please be specific:

4.16____

4.17____

4.18____

4.19 How do you feel now about the proposed new program in Family Living Including Sex Education which you will be responsible for implementing in your district?

Strongly positive_____	Positive_____	Negative_____	Strongly negative_____

4.20 How did you feel about the proposed new program in Family Living Including Sex Education when you were first assigned the responsibility for implementing the program in your district?

Strongly positive_____	Positive_____	Negative_____	Strongly negative_____

4.21 Do you feel that your efficiency as a coordinator for this program is primarily attributable to:

a) The previous experience you brought to the task a)_______	b) The training you received since this program began b)______	c) An equal combination of a and b. c____

d) Other (specify) __________________________________

____

Thank you for your cooperation.

PN 22-631 May 1968

Bureau of Educational Research
110 Livingston St , Bklyn, 11201

District______________

Methods of implementing the program in Family Living Including Sex Education may vary from district to district and school to school in response to local needs In the interest of gaining some perspective on the variations as they now exist would you kindly take a few moments to answer the following questions

A) Some districts have presented the curriculum materials in a classroom situation where these materials are identified specifically as units or materials in Family Living Including Sex Education

B) Other districts have incorporated, without specific identification, these same materials as a part of the instruction in other curriculum areas or subject classes

Is the instructional procedure in your district best described in 'A' or 'B' above Please indicate the appropriate description below:

A________B________ Other (specify)______________________________________

____

____

Which of the below listed instructional outcomes does the method of curriculum implementation in your district include (Check only those outcomes which are specifically included as major outcomes this term)

a) Guidance___________ b) Specific anatomical and physiological processes______

c) Development of healthy attitudes to Family Life and Sexuality____________

d) Proper terminology for body parts______________

In approximately how many actual individual classes has instruction in the materials of the preliminary curriculum in Family Living Including Sex Education been initiated as of today (May 1, 1968). If you are not sure please make a best guess estimate in all of the below areas:

Number of classes in my district that have been initiated into the curriculum materials on Family Living Including Sex Education:________________

Breakdown of a sample of the above classes:

Enter the number of classes below according to category:

	Elementary(kg-6)	Inter School	Non Spec Service	Spec Service
Grade 2	________	________	________	________
Grade 4	________	________	________	________
Grade 6	________	________	________	________

Enter the number of classes below according to category:

	Academic	Vocational	All girl	All boy	Co-Ed
Grade 8	______	________	______	______	______
Grade 11	______	________	______	______	______

P. N. 22-631 May 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

Teacher Feedback Questionnaire

Name________________________________ School_____________________________

Today's Date_________________________ Grade______________________________

Please return by June 10, 1968. Use return envelope provided.

Part One

This portion of the questionnaire is devoted primarily to your experience in the classroom last week in the area of Family Living Including Sex Education instruction. In addition, at the end of part one you are asked some questions which include your experiences in the classroom over the entire term.

1. On what date did you begin instruction in Family Living Including Sex Education to your class or group? ______________________

2. Approximately how many minutes of classroom time did you devote last week on the days indicated below to instruction on Family Living Including Sex Education? (Please enter information in spaces provided below)

   Monday______ Tuesday______ Wednesday______ Thursday______ Friday______

3. In general how does the amount of time per week devoted to instruction in Family Living Including Sex Education indicated in your answer to Question 2 above compare with the instruction time given during the weeks prior to last week?

   Less than last week _________ About the same _________ More than last week __________

4. How many pupils did you instruct in Family Living Including Sex Education last week on the days indicated below?

   Monday_____ Tuesday_____ Wednesday_____ Thursday_____ Friday_____

5. In terms of academic achievement, how would you classify the bulk of the pupils you instructed in Family Living Including Sex Education last week?

   Above average_____ Average_____ Below average_____ Mixed_____

6. In your instruction last week in Family Living Including Sex Education did you at any time instruct boys and girls separately? (Please check appropriate space)

   Yes_____ No_____

We would like to obtain your reactions to the material in the curriculum guide as they pertain to a specific lesson.

7. On what page(s) of the preliminary curriculum guide in Family Living Including Sex Education is the lesson material you taught last week found?

   Page(s) ______

8. Is the listed Concept for last week's lesson clear and teachable? (Please check appropriate choice below)

Yes _______ Somewhat ______ Not quite _____ No ______

9. Is the listed Content for last week's lesson practical and relevant?

Yes ________ Somewhat _________ Not quite _________ No ________

10. Are the listed learning activities for last week's lesson practical and relevant?

Yes _________ Somewhat __________ Not quite ________ No ___________

11. In your instruction in Family Living Including Sex Education last week did your pupils utilize a textbook? (Please check appropriate space below)

No _______ Yes _______

12. Did you utilize any audio-visual materials in your instruction in Family Living Including Sex Education last week?

Yes ______ No ______

If your answer above was yes, what is your evaluation of the materials you utilized? (Please check choice below)

Excellent_______ Good _______ Fair _______ Poor _______

13. If Family Living Including Sex Education were not part of the instructional program what subject area unit would you have taught last week during the time devoted to the new curriculum? ________________________________

____

14. What has happened to the subject area unit mentioned in Question 13 above?

It has been dropped for this term._______ It has been rescheduled to another time this term._______ It has been abbreviated._________
Other (specify) ____

The following group of questions are more general in nature and are to be answered in terms of your total classroom experience this term, and not just in terms of last week's work.

15. Has instruction in Family Living Including Sex Education been accompanied by any discernible change in classroom discipline?

Yes ______ No ______

Comments____

____

16. Have you had a student teacher or other teacher present in your classroom this term while instruction in the area of Family Living Including Sex Education took place?

Yes ______ No ______

17. Do you welcome the presence of a student teacher, or other teacher, in your classroom while instruction in Family Living Including Sex Education is taking place?

Yes ______ No ______ Undecided ______

18. What is your opinion of the preliminary curriculum guide (Blue Booklet) in Family Living Including Sex Education?

Excellent ______ Good _____ Adequate _____ Poor _____ Very Poor _____

19. What has been your experience on the availability of printed materials for use in Family Living Including Sex Education instruction?

Available _____ Available with effort _____ Not readily available _________

20. What is your opinion of the printed materials supplied in conjunction with the new program in Family Living Including Sex Education?

Excellent ____ Good ____ Adequate ___ Poor ___ Very poor ___ I have used none ______

21. What has been your experience on the availability of audio-visual materials for use in Family Living Including Sex Education instruction?

Available _____ Available with effort _____ Not readily available _______

22. What is your opinion of the audio-visual materials supplied in conjunction with the new program in Family Living Including Sex Education?

Excellent ___ Good ___ Adequate ___ Poor ___ Very poor ___ I have used none ______

23. What has been the effect of the program in Family Living Including Sex Education upon your personal contacts with the parents of pupils this term?

They have increased ___ No significant effect ___ They have decreased _____

24. Any additional comments or observations?

Part Two

This portion of the questionnaire is devoted to information about the training you have received since February, 1968 in connection with your role as a teacher of Family Living Including Sex Education. Your judgments of this training will help in strengthening future training programs for teachers of Family Living Including Sex Education.

Central Program - In which of the following two Special Orientation Programs for Teachers and Supervisors Working In The Area of Family Living Including Sex Education did you participate?

25. Program for Teachers and Supervisors of Schools in Bronx and Manhattan - January and February 1968. Lenox Hill Hospital: Yes____ No ____

    Program for Teachers and Supervisors of Schools in Queens, Brooklyn, and Staten Island - January and February 1968: Hall of the Board of Education: Yes _____ No _____

26. If your answer to 25 above was yes, approximately how many sessions did you attend? _______

27. Again if your answer to 25 above was yes, please check below your evaluation of these sessions:

    Excellent___Good___Adequate___Poor___Very poor___

28. Do you have any suggestions for improving sessions of this type?________
    ____
    ____

Local District Programs - Programs for teachers and supervisors working in the area of Family Living Including Sex Education conducted at the school district level under the supervision of the district superintendent and the district coordinator of Family Living Including Sex Education.

29. Did you participate in any training program conducted in your district for teachers working in the area of Family Living Including Sex Education?

    Yes______ No______

30. If your answer to 29 above was yes, approximately how many hours of training did you receive to date? __________

31. Again if your answer to 29 above was yes, please check below your evaluation of these training sessions:

    Excellent___Good___Adequate___Poor___Very poor___

32. Please give us the benefit of your comments, recommendations, or suggestions for improving such training sessions.____________________
    ____
    ____

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33. In the light of your experience this term in the classroom teaching Family Living Including Sex Education can you suggest at least three areas which need a great deal more emphasis in any future training programs for teachers?____

____

____

34. In the light of your experience this term in the classroom teaching Family Living Including Sex Education can you suggest at least three topics which need a great deal less emphasis in any future training program for teachers?

____

____

____

Part Three

This portion of the questionnaire is devoted to specific information about yourself. We are interested in a profile of the teachers currently involved in implementing the new program in Family Living Including Sex Education in the classrooms. The information provided will be treated in the strictest confidence. No identification of individuals will be used. The information will be utilized for group statistical data.

Directions: Where appropriate only a check (✓) is necessary to answer.

35. Sex: Male____ Female____

36. Age: 20-30____ 31-40____ 41-50____ Over 50____

37. Marital status: Married (includes widowed and divorced)____Single_______

38. Teaching license(s) held - Include all, both N.Y.C. and elsewhere:_______

____

____

39. Years of teaching experience - Include all, both N.Y.C. and elsewhere, public and non-public schools: Elementary___Secondary___College___

40. In what area of instruction have you been most involved during the last three years:____

____

41. How were you chosen to teach in the new area of Family Living Including Sex Education?

Volunteer____ Drafted____ Selected from among volunteers____ Other (specify)____________________

42. What was your reaction when you were asked to teach in the new program in Family Living Including Sex Education?

Enthusiastic____ Positive, but not enthusiastic____ Mildly negative____ Strongly negative____

43. Please indicate any special training you received prior to February 1968 which you feel better prepared you to teach specifically in the area of Family Living Including Sex Education: ______________________________

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Thank you for your cooperation.